CAMPUS ALBERTA PLANNING RESOURCE

2011

Profiling Alberta's
Advanced Education System

CAPR

Government of Alberta ■
Advanced Education and Technology

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EXECUTIVE SUMMARY

Overview

Alberta's future growth and prosperity depends on the education, skills, and entrepreneurial spirit of its people. That means delivering training and educational opportunities that allow people to fully engage in the labour market and in lifelong learning.

Campus Alberta, an integrated and collaborative advanced education system of publicly-funded post-secondary institutions, delivers these training and educational opportunities. Campus Alberta is supported by Alberta Innovates, industry, private educational institutions, and community adult learning providers.

A Dynamic Province

With our vast geography, relatively small population, high demand for skilled labour, and robust economy transitioning from a resource base to a knowledge base, Alberta presents unique challenges and opportunities for planners and policymakers. There are many questions:

☐ How many skilled workers do we need?
☐ What do fluctuating natural resource prices and exchange rates mean for our provincial revenues?
☐ How many international students come to Alberta and stay?
☐ How do these factors impact the accessibility of advanced education and the number of graduates?

Ultimately, how can our advanced education system and government respond to current realities and meet the future needs of learners, taxpayers, and the economy?

To answer these and other questions, we need to better understand the demographic and socio-economic forces that impact the province and Campus Alberta. With knowledge about what is happening today and what we can expect to happen in the future, we will be better able to ensure that we meet the needs of learners, taxpayers, and the economy while maintaining the quality and sustainability of the advanced education system.

Campus Alberta Planning Resource

The Campus Alberta Planning Resource (CAPR) enhances this understanding. The CAPR is the yearly environmental scan and planning resource of the Campus Alberta Planning Framework (CAPF). The CAPF is a key mechanism in fulfilling Advanced Education and Technology's mandate: to lead the development of a knowledge-driven future through a dynamic and integrated advanced learning and innovation system, and provide strategic leadership to Campus Alberta and Alberta Innovates.

CAPR is designed to give Alberta's advanced education system a context to support planning and priority setting. It helps set parameters around enrolment and program-related choices and provides common data and information for evidence-based decision-making. It supports institutional planning and system alignment, and identifies broader strategic directions and policy outcomes.

The Government of Alberta and its advanced education partners are committed to achieving the outcomes of accessibility, affordability, and quality for Alberta's advanced education system. We use the principles of collaboration and evidence-based decision-making to achieve these outcomes. The priority directions identified in this document can be considered within the context of how they contribute to or align with these three fundamental outcomes and their supporting principles.

Starting the Conversation

Each publicly-funded post-secondary institution is asked to respond to the CAPR's priority directions by developing a Comprehensive Institutional Plan (CIP). As part of their submission, institutions are also asked to provide an environmental scan, focusing on the key enrolment, economic, and societal drivers that impact their organization. The environmental scan supports information gathered by institutions by providing system, regional, and institutional-level information tailored to Alberta. By providing the system with a ministry perspective on key opportunities and challenges, institutional plans also provide a basis for ongoing dialogue between institutions and the ministry.

Key Areas

CAPR 2011 provides comprehensive data, information, and analysis in six key areas:

1. **People**: Alberta's demographic profile
2. **Economy**: the relationship between economic factors, such as employment, government revenues, and investments, and their impact on the demand for and capacity of the advanced education system
3. **Post-secondary education**: enrolment trends and post-secondary participation
4. **Student flows**: learner mobility and transitions into, through, and out of post-secondary education
5. **Demand and capacity**: the capacity of the advanced education system to accommodate learner and labour market demand
6. **Research**: research activities, funding, and revenues

Priority Directions

Based on an analysis of these themes, four priority directions are outlined for 2011:

1. Respond to access demands
2. Enhance learner pathways
3. Ensure an affordable and sustainable advanced education system
4. Maintain a quality advanced education system

Priority Directions

Policy Outcome 1: Accessibility

1. *Priority Direction: Respond to Access Demands*

Program areas with the greatest labour market demand also have the greatest learner demand. Aligning learner and labour market demand will help us ensure the optimal use of resources.

Forecasted labour market shortages are highest in:

☐ Trades and technology
☐ Health sciences
☐ Business
☐ Physical, natural, and applied sciences

Alberta does not have the population base to meet projected labour market demand in fields requiring post-secondary education and will continue to rely on interprovincial and international migration. Increasing the participation of historically underrepresented populations in the advanced education system will make the system more accessible and will help meet labour market needs while engaging Albertans in learning.

Areas of Strategic Focus:

☐ Support access in priority program areas through effective planning.
☐ Reflect Alberta's need for a highly educated population, with graduates from a diversity of programs and credentials.
☐ Continue to recruit and retain learners from outside Alberta. These international recruitment efforts should align with government strategic directions and focus on areas that show the greatest return on investment.
☐ Strengthen strategies and learner supports that contribute to increased post-secondary participation of people traditionally underrepresented in Alberta's advanced education system.

2. *Priority Direction: Enhance Learner Pathways*

Alberta's success in the knowledge-driven economy requires the optimal use of people's skills and abilities. Access to quality programs and credentials at all levels allows learners to find the right path and to complete their education in a timely and cost-efficient manner. Recognizing prior learning is particularly important if Alberta is to attract and retain interprovincial migrants and immigrants.

Areas of Strategic Focus:

☐ Build on existing transfer opportunities and systems.
☐ Better integrate practices that recognize prior learning and work experience, providing clear and accessible paths for learners as they move into and through the system.
☐ Consider recommendations from the June 2011 Minister's Forum on Learner Pathways.

Policy Outcome 2: Affordability

1. *Priority Direction: Ensure Post-secondary Education is Affordable for All Learners*

Fiscal realities in recent years have put pressure on provincial and institutional budgets to maintain the level of growth, funding, and support of past years. This pressure highlighted the importance of having an advanced education system that is affordable and sustainable for both learners and taxpayers.

Campus Alberta is well-positioned to meet this need. By leveraging past investments, exploring avenues for entrepreneurial and research commercialization activities, and making full use of opportunities for collaboration, Campus Alberta can achieve greater efficiencies and cost savings.

Areas of Strategic Focus:

☐ Collaborate, through mechanisms such as Campus Alberta Administration, to achieve efficiencies and increase cost savings.
☐ Provide learners with grants, bursaries, and scholarships to enhance access and affordability.

Policy Outcome 3: Quality

1. *Priority Direction: Maintain a Quality Advanced Education System*

Many dimensions contribute to a quality advanced education system. For example, at the system level, learners need access to a balanced mix of programs suited to meet both the immediate and long-term needs of learners, society, and the labour market. At an institutional level, institutions need to operate within their mandates, continually reviewing their programs and activities, engaging in program renewal, and exploring opportunities for collaboration and efficiency.

Maintaining a quality advanced learning system in the face of demographic and fiscal pressures will become harder for government and institutions, particularly as demand for flexible learning options (any time, any place, any pace) increases. The system's ability to meet changing learner expectations will impact Alberta's ability to compete for students globally and to support Albertans' educational and training needs.

Areas of Strategic Focus:

☐ Ensure that academic quality review processes and mechanisms include a focus on constant renewal that responds to the emerging needs of learners and employers.
☐ Continue to develop a culture of innovation and entrepreneurship across all programs.

Opportunities and Challenges

Trends identified in CAPR 2011 indicate several challenges and opportunities for the province as we strive to ensure an affordable, accessible, quality post-secondary system. These opportunities and challenges will impact strategies developed to respond to the priority directions outlined above.

Meeting Labour and Skill Needs

With an aging population and access pressures in high-demand programs, meeting current and forecasted labour and skill needs is a challenge.

We anticipate that the province will continue to rely on the enrolment of international students in priority graduate programs. In-migration will continue to be important in meeting labour and skill needs, as well as population growth. We must also address needs in high-demand areas and the need to align demand and capacity across institutions and programs.

Balancing Growth and Maintaining Access

Enrolment in post-secondary education has increased more than average over the past two years, largely due to the economic downturn. This challenges the system as institutions and government strive to ensure that Albertans can access educational opportunities. Increasing demand for educational opportunities that fit with varying learner lifestyles is also a challenge.

Regardless of annual fluctuations in enrolment, investments must mirror annual government revenues. We must be flexible and collaborate to meet changing needs across institutions, regions, and programs.

Managing Investment and Ensuring Sustainability

Governments will be increasingly challenged to maintain current levels of investment. While the province is in a period of economic recovery and is posting strong rates of economic growth, reliance on global energy markets makes it susceptible to economic and social volatility around the world. The speed at which governments can respond to changing economic contexts affects the rate of recovery. As Alberta's demographic landscape changes and our population ages, demands for social programs will rise.

Alberta's post-secondary system has benefited from significant public investment over time. While the system is well-positioned to meet learner and labour market demand over the medium term, collaboration and innovation are needed to leverage resources fully and sustainably.

Responding to Demographic Realities

Alberta's post-secondary system faces a double challenge: increasing access to high-demand programs and increasing overall post-secondary participation at a time when the youth population is declining and the province's population is aging.

While the past couple of years have seen strong enrolment increases, and enrolment has steadily increased across the system over the past decade, it will be harder to sustain those increases in the future.

Overall, the province's youth population is declining, but some segments are increasing. These include groups historically underrepresented in post-secondary education, such as Aboriginal peoples and people with disabilities. There are also other underrepresented groups with the potential for increased post-secondary participation, educational attainment, and literacy, including people from low-income backgrounds. Strategies supporting participation and learner success must recognize learners' diverse needs and the barriers to entry and completion.

Building on Strengths

A strong advanced education system helps Albertans achieve their educational and life goals, supports a strong economy by producing an educated and skilled population, and enhances quality of life. The province has an opportunity to increase participation and help meet labour market needs by supporting learners' access and progress through post-secondary education.

Alberta has one of the strongest, most comprehensive transfer systems among the provinces. We can build on this to add practices that help newcomers gain employment that matches their skills so we can attract and retain skilled people. We can ensure a strong system of learner pathways to support mature learners entering post-secondary education for the first time or returning to upgrade or retrain.

Alberta's strength in learner pathways is largely due to collaboration among post-secondary institutions. This strong collaborative spirit can also be seen and leveraged further in areas such as:

☐ Information sharing
☐ Developing shared program delivery models
☐ Partnering with community adult learning organizations and other regional partners to fulfill a stewardship role
☐ Consolidating administrative or corporate functions
☐ Government of Alberta ministries partnering to provide a comprehensive approach to broad and complex issues

Chapter Highlights

Chapter 1: People

- Alberta's population is increasing, but rates of increase are uneven across regions and sub-populations. Growth rates are higher in major urban centres and among Aboriginal populations.
- Alberta's population is aging. Growth in the number of people outside the labour market (e.g., seniors) requiring social services is outpacing growth in the working-age population.
- Alberta does not have the population to meet its labour market demand.
- Fortunately, Alberta continues to be a top destination for immigrants to Canada and interprovincial migrants.
- Strategies to attract and retain people are vital to economic and social prosperity.
- Alberta's educational attainment levels are on par with the Canadian average - largely because people who come here to work already have the skills and education they need.
- The educational attainment of Aboriginal Albertans has increased significantly over the past decade, but continues to be lower than non-Aboriginal Albertans.

Chapter 2: Economy

- In Alberta, post-secondary enrolment growth is strongly tied to the economy. While there are variations among programs and learner populations, post-secondary enrolment trends are generally countercyclical to economic trends: as the strength of the economy declines, post-secondary enrolment tends to increase as people wait out a weak job market by upgrading their skills or re-training.
- After experiencing the effects of the global recession over the past few years, Alberta has entered a period of economic recovery. The province has an anticipated growth rate of 3.3% in 2011 and about 3.2% over the following three years.
- While the province's economic outlook is strong, it is not immune to global economic forces. Small changes in the fiscal assumptions that underlie the province's economic outlook can substantially impact government's revenue streams.
- Overall, Alberta has one of the lowest unemployment rates among the provinces. There are variations among population groups, with Aboriginal Albertans facing higher unemployment rates than the non-Aboriginal Albertans. Youth unemployment levels are holding steady across the country, including in Alberta.
- Most of Alberta's labour market shortages over 2009–19 are forecasted for the trades and technology; health sciences; business; and physical, natural, and applied sciences program bands.

Chapter 3: Post-secondary Education

- ☐ A post-secondary credential is replacing the high school diploma as the key to labour market entry.
- ☐ In 2009–10, a total of 36,029 learners graduated from parchment programs at Alberta's publicly-funded institutions, an increase of 2.8% from the previous year. The largest annual increase was in the trades and technology program band.
- ☐ Enrolment in Alberta's publicly-funded advanced education system has steadily increased over the past 10 years, with an average annual increase of 2.72%.
- ☐ Alberta has a lower post-secondary participation rate than other provinces due to a number of factors, including our strong labour market and high rates of in-migration of educated people.
- ☐ Aboriginal enrolment at Alberta's publicly-funded post-secondary institutions has been steadily increasing, and currently comprises about 3% of all enrolments.
- ☐ While Alberta has about 11% of Canada's labour force, it trains more than 20% of the country's apprentices.
- ☐ Foundational learning programs have demonstrated strong growth in recent years. This is linked to economic trends, such as the availability of and competition for jobs, and Albertans' tendency to delay transition to post-secondary studies.

Chapter 4: Student Flows

- ☐ Albertans tend to delay transitioning from high school to post-secondary education. About 37.8% of Alberta high school students transition to post-secondary directly (within four years of entering Grade 10), with 59.3% doing so within six years of entering Grade 10.
- ☐ Most Albertans attend post-secondary education near where they graduated from high school.
- ☐ The ability to move between institutions and programs continues to be important in ensuring access. In fall 2010, 12,328 students who had previously attended another institution in the province were admitted to post-secondary institutions in Alberta.
- ☐ Immigrants to Alberta continue to face challenges in entering the job market and obtaining employment commensurate with their skills.
- ☐ The majority of graduates from Alberta's publicly-funded post-secondary institutions stay in the province.
- ☐ Alberta attracts the fourth-highest number of international students among the provinces. Competition for international students is increasing, requiring greater strategic alignment with national and provincial goals.
- ☐ Alberta is expected to continue to rely on international students for a significant proportion of enrolment in graduate degree programs.

Chapter 5: Demand and Capacity

☐ The number of applicants to Alberta's publicly-funded post-secondary institutions in 2009–10 increased by 4.1% from the previous year. Application trends are impacted by institutional activities, student behaviour, and the strength of the economy.

☐ While the number of Albertan turn-aways increased in fall 2009, an additional 3,500 students received offers of admission compared to the previous year.

☐ Programs with the greatest student demand continue to be those with the highest labour market demand, namely those in health sciences and trades and technology program bands.

☐ Alberta's advanced education system can expect peak enrolment growth of about 14,445 Full-Load Equivalent (FLE) enrolments over 2009–19. Varying levels of enrolment growth are expected across programs, institutions, and regions.

☐ Significant upfront investments have been made in recent years to increase Campus Alberta's capacity to meet higher learner and economic demand.

☐ As demand fluctuates with the province's economic context, maintaining the right degree of flexibility in the system must be a priority.

Chapter 6: Research

☐ Of all institutional sectors, Comprehensive Academic and Research Institutions (CARIs) attract the bulk of sponsored research funding – about $818.5 million in 2009–10. From 2004–05 to 2009–10, total sponsored research revenue to the CARI sector increased by 19.8%.

☐ Non-CARI institutions attracted over $14.5 million in 2009–10. Non-CARI institutions have seen a significant jump in sponsored research revenue in recent years, with an 8.4% increase from 2008–09 to 2009–10.

☐ In 2008, Alberta had the third-highest overall spending ($2.88 billion) and the third-highest research and development spending per capita among the provinces.

☐ In Alberta, the business (8,770) and higher education (6,450) sectors have the greatest number of people engaged in research and development.

☐ In 2009–10, a total of 2,603 international students were enrolled in graduate-level priority programs at publicly-funded post-secondary institutions in Alberta. This amounts to over one-third (39.4%) of all graduate students being enrolled in priority programs.

Table of Contents

Executive Summary .... *i*

Introduction **1**

People **3**

4 Population

6 Diversity

8 Migration

10 Educational Attainment and Literacy

Economy **15**

16 Budget 2011

17 Economic Outlook

18 Employment and Labour Market Participation

21 Economy and Post-secondary Education

23 Labour Market Shortages

Post-secondary Education **25**

26 System Overview

30 Private Vocational Training

31 Post-secondary Participation

33 Aboriginal Learners

35 Apprenticeship

38 Student Financial Assistance

39 Foundational Learning

41 Students with Disabilities

Student Flows 43

44 High School Transitions

45 In-System Mobility

48 Post-Graduation Mobility

49 International Education

Demand and Capacity 55

56 Applying to Post-secondary Education

57 Learner Demand and Capacity

61 Enrolment Projections

62 System Capacity

Research 65

66 System Overview

67 Sponsored Research Revenue

68 Research and Development

Appendixes 71

75 Appendix A: Methodological Notes

81 Appendix B: Data Tables

Figures, Maps, and Tables

Aboriginal Learners

33 .... Aboriginal Post-secondary Enrolments (Headcount)

34 .... Aboriginal Enrolment by Credential (FLE), 2009-10

34 .... Aboriginal Enrolment by Program Band (FLE), 2009-10

Applicants to Post-secondary Education

57 .... Albertan System Turn-Aways

57 .... Demand and Capacity, Annual Change

58 .... Albertan Turn-Aways by Service Region

59 .... Albertan Turn-Aways by Program Band (Applying to)

60 .... Top Ten Fields of Study for Turn-Aways, Fall 2010

Apprenticeship

36 .... Technical Training Seats Offered by Service Region

36 .... Technical Training Seats Offered by School Year

Budget

16 .... AET Budget by Function, Budget 2011

16 .... Expenses by Ministry, Alberta Budget 2011

16 .... Key Energy & Economic Assumptions, Alberta Budget 2011

Capacity

63 .... Capacity & Forecasted Enrolment by Institution & Service Region

Economy

18 .... Unemployment Rates, Canada & Provinces, 2003-10

19 .... Labour Force Participation Rate, Canada & Provinces, 2010

19 .... Unemployment Rate by Educational Attainment & Aboriginal Status, 2010

20 .... Youth Unemployment Rates, Alberta & Canada

23 .... Employment by Educational Attainment, Alberta, 2009

23 .... Forecasted Employment Growth by Skill Level, Alberta, 2009-19

24 .... Labour Market Demand Forecast by Program Band, 2009-19

Educational Attainment and Post-secondary Participation

10 .... IALLS Adult Literacy Levels

11 .... High School Completion Rate by Service Region, 2009-10

11 .... Population Aged 15+ Years with Post-secondary Education, Alberta & Canada, 1990-2010

13 .... Educational Attainment of Aboriginal Albertans in the Labour Force, Aged 15+ Years, 2010

13 .... Educational Attainment of Albertans in the Labour Force, Aged 15+ Years, 2010

13 .... Proportion of Aboriginal Canadians Aged 15+ Years with Post-secondary Education

13 .... Aboriginal Albertans with Post-secondary Education, Alberta and Service Regions

14 .... Population Aged 15+ Years with Post-secondary Education, Alberta & Service Regions

31 .... Post-secondary Participation Rate, 18-34 Years, Canada & Provinces, 2009-2010

32 .... Post-secondary Regional Service Rate, 18-34 Years

Enrolment

21 .... Oil Price & Post-secondary Enrolment, Alberta

26 .... Historical Enrolment (FLE), Alberta

27 .... Historical Enrolment by Service Region (FLE, Attending at)

27 .... Historical Enrolment by Service Region (Headcount, Attending at)

28 .... Enrolment (Headcount) by Age Group & Sector, 2009-10

30 .... Enrolment in Private Vocational Training Institutions (Headcount), 2000-2009

52 .... Non-Visa Enrolment by Credential (FLE), 2009-10

52 .... Non-Visa Enrolment by Program Band (FLE), 2009-10

61 .... Projected Enrolment Growth (FLE) by Service Region, Ten-Year Forecast

Graduates (Program Completers)

29 .... Graduates of Parchment Programs by Program Band & Credential, 2009-10

International Students

49 .... International Student Destinations Globally, 2001 and 2009

50 .... Total Entries of International Students - Select Provinces, 2000-2009

52 .... Visa Enrolment as a Proportion of Total Enrolment by Credential (FLE), 2009-10

52 .... Visa Enrolment by Credential (FLE), 2009-10

52 .... Visa Enrolment by Program Band (FLE), 2009-10

69 .... Visa Enrolment in Priority Programs (FLE)

Maps and Reference

1 .... Campus Alberta Planning Framework (Planning & Priority Setting Process)
77 .... Map of Alberta's Publicly-Funded Post-secondary Institutions, 2010
76 .... Map Legend
78 .... Program Bands: Higher Level Groupings for CIP 2000
101 .... Glossary

Population

4 .... Components of Population Growth, Alberta, 2010
5 .... Forecasted Population Growth by Service Region, All Ages
5 .... Forecasted Population Growth by Service Region, 18-34 Years
5 .... Alberta Population Pyramid, 2010-20
6 .... Aboriginal Identity Population Pyramid, Alberta, 2006
9 .... Net Intraprovincial Migration by Service Region, 2000-09

Research and Innovation

67 .... Total Sponsored Research Revenue by Source – CARI Sector
67 .... Total Sponsored Research Revenue by Source – Non-CARI Sectors
68 .... Gross Domestic Expenditure on Research & Development (GERD), 2007

Student Financial Assistance

38 .... Proportion of Student Financial Assistance Recipients out of Total Headcount Enrolment
38 .... Student Financial Assistance Recipients & Enrolment

Success Stories

12 .... Measuring Literacy: Reporting on Benchmarks
22 .... Working Together to Fulfill Local Needs: The Collaborative Nursing Program
28 .... Memoranda of Collaboration: Expanding Access for Learners
30 .... Campus Alberta at Work: Learner-Focused Collaboration with MacEwan & MC College
33 .... Mastering Collaboration: University of Calgary & Blue Quills First Nations College
47 .... Transfer in Alberta: Alberta Council on Admissions & Transfer
70 .... Research in Action: Post-secondary Institutions, Business, & Community Revitalization

Transitions and Mobility

44 .... High School Student Transitions – Summary Table, Fall 2010

44 .... High School Transition Rate by Service Region, 2009-10

45 .... Alberta Student Mobility – Sectors, 2010

45 .... Student Transfer Patters, Alberta 2010

48 .... Location after Graduation, Graduating Classes of 2005-06 & 2007-08

52 .... Study Location of Albertans Receiving Student Financial Assistance

Introduction

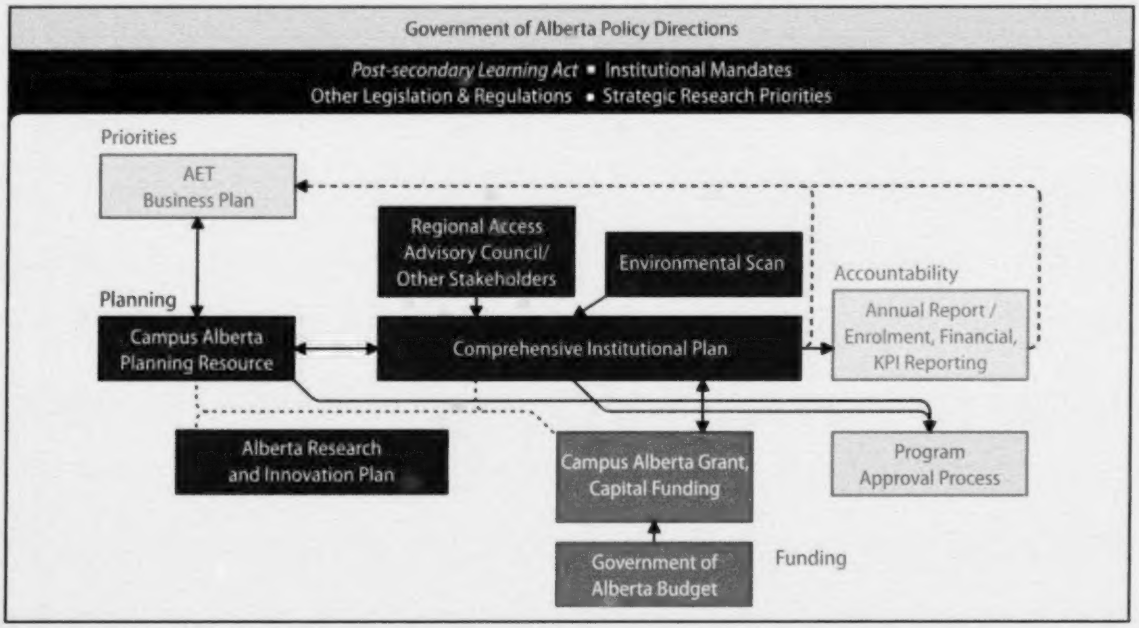
Post-secondary enrolment depends on a variety of factors, including demographic trends, high school transitions, and the state of the economy. As these change, demand for post-secondary education changes. The Campus Alberta Planning Resource (CAPR) helps promote strategic, long-term planning toward an aligned, responsive, and resilient advanced learning system able to meet these changing demands. The CAPR gives Alberta's adult learning system a context to support institutional environmental scanning and system planning. By highlighting key demographic, economic, and societal drivers that impact post-secondary education, CAPR provides a common foundation for planning, priority-setting, and information sharing across Campus Alberta.

Produced annually, the CAPR supports the overall Campus Alberta Planning Framework (CAPF) approach to planning and priority setting. As outlined in the diagram below, the CAPF describes the overall planning process of Advanced Education and Technology and Campus Alberta. This planning process ensures that our system can support and respond to the needs of learners, the economy, and society.

At its highest level, the CAPF – supported by the CAPR – aims toward the following outcomes:

☐ An articulated strategic direction for planning within and across Campus Alberta
☐ A common data and information foundation to support evidence-based decision-making
☐ Alignment of system capacity, learner demand, and labour market needs
☐ Alignment of Campus Alberta and Alberta Innovates to maximize opportunities to attract highly skilled learners, faculty, and researchers which, in turn, will expand innovation and support entrepreneurial activities

Campus Alberta Planning Framework


Government of Alberta Policy Directions
Post-secondary Learning Act ▪ Institutional Mandates
Other Legislation & Regulations ▪ Strategic Research Priorities
Priorities
AET Business Plan
Regional Access Advisory Council/ Other Stakeholders
Environmental Scan
Accountability
Planning
Campus Alberta Planning Resource
Comprehensive Institutional Plan
Annual Report / Enrolment, Financial, KPI Reporting
Alberta Research and Innovation Plan
Campus Alberta Grant, Capital Funding
Program Approval Process
Government of Alberta Budget
Funding

CHAPTER ONE: PEOPLE

Alberta's demographic landscape is the foundation for its post-secondary participation and a key driver in planning the breadth and volume of post-secondary opportunities across the province. The province's demographic profile affects which access strategies will be most effective for Albertans, as needs and barriers vary among groups. Along with provincial trends, demographic shifts at the regional and sub-population group levels must be considered.

Chapter Summary:

- ☐ Alberta's population is increasing, but rates of increase are uneven across regions and sub-populations. Growth rates are higher in major urban centres and among Aboriginal populations.
- ☐ Alberta's population is aging. Growth in the number of people outside the labour market (e.g., seniors) requiring social services is outpacing growth in the working-age population.
- ☐ Alberta does not have the population to meet its labour market demand.
- ☐ Fortunately, Alberta continues to be a top destination for immigrants to Canada and interprovincial migrants.
- ☐ Strategies to attract and retain people are vital to economic and social prosperity.
- ☐ Alberta's educational attainment levels are on par with the Canadian average - largely because people who come here to work already have the skills and education they need.
- ☐ The educational attainment of Aboriginal Albertans has increased significantly over the past decade, but continues to be lower than that of the non-Aboriginal population.

Population

Alberta has historically had one of the strongest population growth rates among the provinces. The strong economy draws people from Canada and beyond to our healthy job market and high quality of life. In 2010, Alberta's population grew by 1.42%, slightly lower than the previous year's 1.60%.

Projected Population Growth

Between 2010 and 2020, Alberta's overall population is projected to increase by 17.2%. Overall population growth is anticipated for all service regions, ranging from a high of 21.1% in the Calgary Region to a low of 6.5% in the Lakeland Region.

For 18 to 34-year-olds, however, the projected outlook is much different. Over 2010–20, an overall population decline of -5.0% is anticipated for this prime post-secondary-attending cohort. This decline is distributed unevenly across regions, with population declines projected for the Calgary, Edmonton, Grande Prairie, Keyano, and Portage regions. The Keyano Region has the highest projected 18–34 population decline, at -18.7%. The largest increase is forecasted for the Lakeland Region, at 9.6%.

An Aging Population

Although Alberta has a younger demographic structure compared than other provinces, its overall population is still aging. The median age of Alberta's population is anticipated to climb from 36 in 2010 to over 40 in 2050.[1]

Over the same period, the proportion of seniors is expected to rise, as the number of people aged 65 and above more than doubles to over 21% of the population from only 10.6% in 2010. By 2050, about 1 in 14 Albertans will be 80 years and over, compared to 1 in 35 in 2010.[2]

As the number of seniors continues to increase and the working age population continues to decline, the dependency ratio is expected to increase. The dependency ratio is a comparison between people not of working age (i.e., children aged 0-14 and seniors aged 65+) and working people (aged 15-64), expressed as the number of children and seniors per 100 working age people. Due to the rising number of seniors and the declining working age population, the total dependency ratio is expected to rise from 40.7 in 2010 to 49.2 in 2020, reaching 65.7 by 2050.[3] The rise in Alberta's dependency ratio is problematic, as people of non-working age are likely to be socially or economically dependent on the working-age population, placing additional demands on social programs.

Immigration and interprovincial in-migration are key factors in alleviating the decline in Alberta's working-age population.

Components of Population Growth, Alberta, 2010

Total Population (Jan.1, 2010)	3,690,250
Births	53,046
Deaths	22,349
Net Interprovincial Migration	6,797
Net International Migration	24,177
Net Non-Permanent Residents	-9,168
Net Population Growth	52,503
Total Population (Jan.1, 2011)	3,742,753

Source: Alberta Finance and Enterprise

Forecasted Population Growth by Service Region, All Ages

Geographic Service Region	2010 Population	2020 Population	% Change
Calgary	1,353,557	1,639,313	21.1%
Central	305,051	353,962	16.0%
Edmonton	1,354,199	1,563,389	15.4%
Grande Prairie	109,400	126,222	15.4%
Keyano	66,898	89,875	34.3%
Lakeland	68,919	73,392	6.5%
Lethbridge	184,120	205,428	11.6%
Medicine Hat	111,619	127,795	14.5%
Northern Lakes	86,039	95,181	10.6%
Portage	81,143	86,958	7.2%
Alberta	3,720,946	4,361,530	17.2%

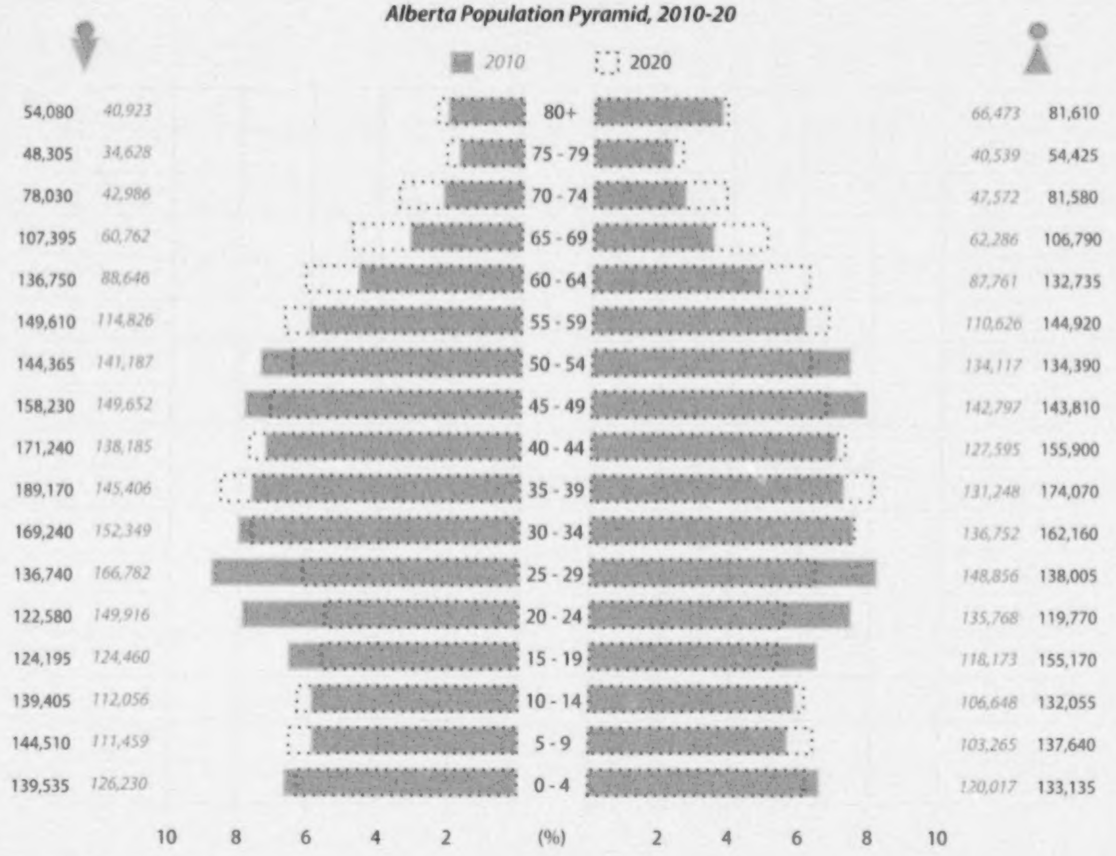
Note: Figures may not total due to rounding.
Source: Alberta Finance and Enterprise, 2011

Forecasted Population Growth by Service Region, 18-34 Years

Geographic Service Region	2010 Population	2020 Population	% Change
Calgary	367,537	344,846	-6.2%
Central	77,630	78,447	1.1%
Edmonton	365,432	338,662	-7.3%
Grande Prairie	30,334	28,071	-7.5%
Keyano	23,771	19,335	-18.7%
Lakeland	14,752	16,172	9.6%
Lethbridge	44,393	46,988	5.8%
Medicine Hat	27,306	28,375	3.9%
Northern Lakes	21,198	21,969	3.6%
Portage	19,187	19,075	-0.6%
Alberta	991,539	941,930	-5.0%

Note: Figures may not total due to rounding.
Source: Alberta Finance and Enterprise, 2011

Alberta Population Pyramid, 2010-20



Source: Alberta Finance and Enterprise, 2011

Diversity

Combined with those at the regional level, provincial demographic trends are useful for understanding post-secondary access pressures across the province. Within Alberta, a number of significant demographic forces exist in particular populations. While not homogenous, these groups often share traits and needs that impact the timing, location, and nature of their post-secondary demand. A better understanding of the demographic profile of these groups is important for creating the right kind of system capacity.

As Alberta's population ages and its labour force shrinks, it is important to engage the diversity of Alberta's population to help reduce labour market shortages.

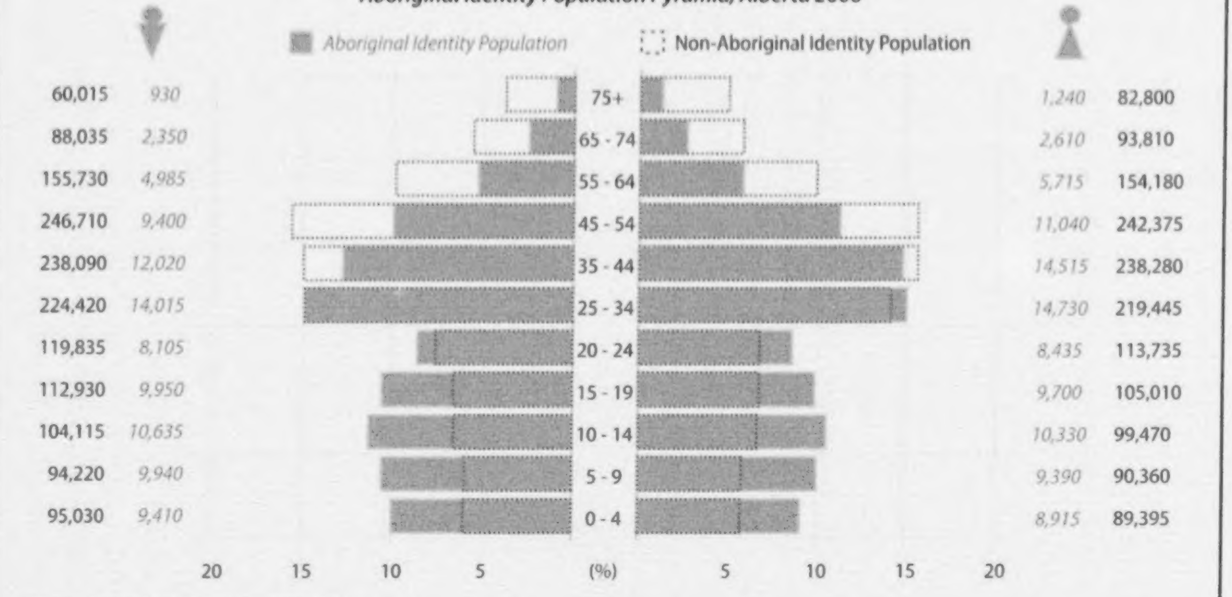
Aboriginal Peoples

As of 2006, more than one million Aboriginal people live in Canada, accounting for 3.8% of Canada's population. With 6% of Alberta's total population being Aboriginal (the third highest behind Manitoba at 16% and Saskatchewan at 15%),[4] Alberta is home to a significant proportion of Canada's Aboriginal peoples. In fact, 16% of Canada's Aboriginal population lived in Alberta in 2006 – the third-highest proportion among provinces after Ontario (21%) and British Columbia (17%).

Aboriginal peoples represent one of the few growing segments of our population. Between 1996 and 2006, Canada's Aboriginal population grew by 45%, nearly six times faster than the 8% rate of increase for the non-Aboriginal population. This growth rate is due to several factors, including higher fertility rates, a younger age structure, the increasing tendency to self-identify, and an increase in the number of enumerated reserves since 1996.[5]

As the fastest-growing Aboriginal group in Canada, Métis are outpacing the growth of all other Aboriginal and non-Aboriginal populations. Between 2001 and 2006, the number of Métis in Canada increased by 91% to reach 389,785 people.[6] Similarly, Métis in Alberta increased by 73% to 88,500.[7] Alberta has historically been the main province of residence for Canada's Métis population, with 22.4% (68,500) living in Alberta in 2001.

Aboriginal Identity Population Pyramid, Alberta 2006



Source: Statistics Canada, Census of Population, 2006

As is the case across Canada, Alberta's Aboriginal population is increasingly urban. In 2006, 54% lived in urban centres, a 4% increase since 1996.[8] The Edmonton Census Metropolitan Area (CMA) had the second largest proportion of its population identifying as Aboriginal (5%), followed by Calgary (2%).[9]

While the Aboriginal population is growing and becoming more urbanized, its median age is also dropping. In 2006, the median age of Aboriginal people residing in Canada was 27, compared to 40 years for non-Aboriginal people. Almost half (48%) of the Aboriginal population was 24 and under and one third was 15 or younger.[10] By comparison, 31% and 5% of the non-Aboriginal population were less than 26 years and 16 years respectively.[11]

Aboriginal Population by Service Region, 2006

Geographic Service Region	Female	Male	Total	% of AB Total
Calgary	18,080	16,475	34,555	18.3%
Central	5,645	5,560	11,205	6.0%
Edmonton	36,230	33,750	69,980	37.2%
Grande Prairie	5,210	4,990	10,200	5.4%
Keyano	3,295	3,590	6,885	3.7%
Lakeland	1,260	1,020	2,280	1.2%
Lethbridge	6,120	5,710	11,830	6.3%
Medicine Hat	1,470	1,560	3,030	1.6%
Northern Lakes	12,460	12,200	24,660	13.1%
Portage	6,910	6,770	13,680	7.3%
Alberta TOTAL	96,605	91,735	188,370	100.0%

Note: Percentages may not total due to rounding.
Source: Statistics Canada - Census 2006

Immigrant Albertans

While Alberta's educational attainment levels are on par with the Canadian average, there are indications of persistent underemployment in the highest skilled occupational groups. This suggests that the province may not be optimizing the knowledge, skills, or experience of the highly skilled immigrants who choose Alberta as their home.[12]

There has been a noticeable trend toward increasing skill levels among Canadian immigrants since 1990.[13] Unlike in some other destinations, there is evidence that immigrants to Canada who have low levels of education do not necessarily transfer them to their children. Canada has among the lowest levels of intergenerational inequality transmission of all countries in the Organization for Economic Cooperation and Development (OECD). Later in life, the earnings of adult children are not strongly tied to their parents'; this applies to immigrants and to people born in Canada, and the relationship between the two is actually weaker for immigrants.[14]

Over time, Canada's immigration policy has changed. Selection criteria are now more specific, favouring applicants with post-secondary education and technical skill sets, and increasing numbers of people are immigrating to Canada under the economic class category. For example, about 24% of people aged 25-64 immigrating to Canada between 1996 and 2000 work in highly skilled occupations, compared to 13% of those who arrived between 1986 and 1990.[15] In 2006, 66.7% of immigrants to Alberta had completed some form of post-secondary education.[16]

People with Disabilities

Based on data from the 2006 Participation and Activity Limitation Survey (PALS), an estimated 4.4 million Canadians (1 in 7) reported having a disability – an increase of over 750,000 people in five years.[17] Of those 4.4 million, almost 40% (631,000) of those aged 15 and over and 69% of those aged 5 to 14 reported a learning disability. As of 2006, 435,820 individuals in Alberta had a disability. By 2008-09, almost 85,000 children in Alberta's K-12 system were coded as having a disability – almost 30% of students in grades one to twelve.[18]

Nationally, about 40% of Canada's 2006 disability rate can be explained by population aging. [19] As the population ages, the rate of disability rises. Since Alberta has a younger population than most of the other provinces, its disability rate was relatively low (13.6% compared to the national rate of 14.3%). However, as Alberta's population ages and the self-identification and diagnosis of people with disabilities increases, the province will face increasing demands for supports.

The number of students with disabilities will place increasing pressure on education systems (K-12 and post-secondary) to provide appropriate assessments and accommodations that support learners.

Migration

Post-secondary enrolment growth is affected by population growth, which in Alberta is strongly tied to levels of in-migration. While it is unlikely that even a strong level of migration to Alberta can reverse the population's aging trend, it can help keep population growth stable and slow the rate at which the population ages. Migration to Alberta is strongly influenced by Alberta's relative economic performance, and has been a major factor in the province's varying degrees of population growth. In times of strong economic growth, Alberta's population has grown at three to four times the rate of Canada's population, while, in times of economic slowdown, the opposite occurs.

International Migration

The number of people immigrating to Alberta has been increasing. In 2010, Alberta posted a record high inflow of 24,177 international migrants. The annual net gain of over 24,000 permanent immigrants offset the net loss of 9,168 non-permanent residents, largely attributable to fewer job opportunities during the economic downturn.[20] Alberta attracted 11.6% of Canada's new immigrants in 2010, an increase of 5.3% since 2000.[21] Immigration to Alberta is expected to reach 33,610 people annually by 2050.[22]

In 2010, about 9.5% of the 6.2 million working-age immigrants in Canada lived in Alberta. Alberta's immigrants accounted for 19.9% of its working age population in 2010 – the third-highest proportion among the provinces.

In recent years, significant numbers of Temporary Foreign Workers have entered the province to take advantage of economic opportunities. Over the short term, the number of Temporary Foreign Workers entering Alberta is expected to decline sharply, with a more gradual decline over the medium term as Alberta's economy stabilizes.[23]

Immigration to Alberta is largely driven by federal immigration policies. Historically, about 9% of Canada's immigrants have chosen Alberta on entry.[24] In keeping with its 2009 target, the federal government aims to attract between 240,000 and 265,000 immigrants in 2011, maintaining overall targets from 2010.[25]

Immigration to Alberta is uneven, with the overwhelming majority of Alberta's immigrants choosing larger urban centres. Calgary and Edmonton accounted for almost 90% of total net immigration (59% and 29% respectively) to Alberta between 2000 and 2009, while 12 out of Alberta's 19 Census Divisions (CDs) received virtually no immigrants during this period.[26]

As will be discussed later, Alberta is attracting more international students. With their skills and knowledge of Alberta society, this group of travelers could be an integral link in the province's relationships with other people and places. International students also have a wide range of valuable skills from which Albertans can learn and the economy can benefit.

Interprovincial Migration

Beginning in the first quarter of 2010, Alberta's interprovincial migration started to regain strength after two consecutive quarterly losses in the second half of 2009, when the province felt the effects of the global economic downturn. In 2010, Alberta had the highest net interprovincial migration gain (6,797) of the provinces, ahead of British Columbia (4,638) and Saskatchewan (2,689).[27]

As with immigrants to Alberta, the majority of the province's interprovincial migrants typically settle in Calgary and Edmonton. Unlike the case with immigrants to Alberta, however, every Census Division in the province has seen positive average net interprovincial migration over recent years.[28] Along with the Edmonton and Calgary Census Divisions, areas undergoing major economic development have seen substantial interprovincial in-migration; Wood Buffalo (CD16) saw net interprovincial migration more than triple from about 1,000 people in 2000 to about 3,800 in 2009.[29]

Intraprovincial Migration

Intraprovincial migration is the movement of people within Alberta. Using data at the Census Division level, migrant flows have been aggregated into post-secondary service regions. Over the past decade, only the Calgary, Central, and Edmonton regions have shown consistent positive net gains. Over 2001-10, the Edmonton Region had the highest annual average growth of 1,671 people. All other regions have shown negative average annual growth, ranging from a net loss of 1,001 people per year in the Keyano region to 34 people per year in the Medicine Hat region.[30]

Most intraprovincial movement is from smaller centres and rural regions to urban centres. This mirrors a global urbanization trend as people migrate to cities for economic and educational opportunities.

Net Intraprovincial Migration by Service Region, 2001-2010

Geographic Service Region	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Average
Calgary	1,980	1,137	336	955	1,720	-231	-1,142	638	1,373	1,373	887
Central	490	359	673	860	1,117	1,583	1,638	774	643	643	853
Edmonton	340	2,440	768	223	1,712	2,487	1,785	2,106	2,713	2,713	1,671
Grande Prairie	-346	-396	-132	170	198	92	-854	-849	-802	-802	-422
Keyano	-199	-129	220	-31	-1,232	-1,993	-1,722	-2,120	-1,701	-1,701	-1,001
Lakeland	-228	-357	-209	-314	-359	-143	259	81	-212	-212	-185
Lethbridge	-778	-968	-428	-597	-1,173	-491	385	-116	-472	-472	-490
Medicine Hat	-324	-507	-71	244	-200	-206	565	177	-46	-46	-34
Northern Lakes	-590	-405	-462	-191	-470	-345	-262	-244	-458	-458	-407
Portage	-293	-368	-109	-576	-540	-73	-66	64	-492	-492	-307

Note: Data for 2009 have been restated and will not match those reported in CAPF 2010. Given that there are no reliable data for preliminary intraprovincial migration estimates, the data of the most recent year, for which final estimates are available, are used.

Sources: Statistics Canada, Alberta Finance and Enterprise, 2011

Educational Attainment and Literacy

Educational attainment and literacy skills impact the ability to undertake daily tasks, obtain and maintain employment, and pursue further learning. High educational attainment indicates a skilled, knowledgeable, and engaged population able to create and take advantage of economic opportunities.

Literacy

Higher literacy is associated with higher incomes and a better quality of life – including improved health, greater levels of civic engagement, and lower levels of crime.[31] In Alberta, data from the 2003 International Adult Literacy and Life Skills Survey (IALLS)[32],[33] show that Albertans with lower literacy also had worse health. Across Canada, the average document literacy score of individuals aged 16-65 who reported being in poor health corresponded to Level 2 proficiency. Those in fair, good or excellent health had scores corresponding to Level 3 proficiency.[34]

Data also show a strong relationship among literacy, employability, and type of employment.

About 62% of employed Canadians have average document literacy scores at Level 3 or above, compared to the over 50% of unemployed Canadians with document literacy scores below Level 3. Occupations requiring higher levels of problem-solving, critical thinking, and analysis typically require high literacy levels (i.e., 4 or 5).[35] With strong literacy skills, people are more adaptable to changing circumstances, less vulnerable to economic shocks, and more able to acquire new skills, whether through formal learning or on-the-job training.

People with higher levels of literacy are also more likely to participate in lifelong learning. Canadians with prose literacy scores of Level 1 have an adult learning participation rate of 20% compared to 70% for individuals at Level 4 or 5. About 80% of Canadians with a university degree participate in active forms of learning,[36] compared to 57% of Canadians with high school completion.[37]

While, as discussed below, Albertans' level of educational attainment has increased over the past decade, similar progress has not occurred in levels of literacy. Alberta posts comparatively healthy levels of literacy, yet the proportion of adult Albertans with foundational literacy did not increase in the decade between the first international literacy survey in 1994 and the second in 2003.[38]

According to the most recent IALLS, 61% of Albertans performed at literacy Level 3 or better in 2003. Level 3 rough equates to high school completion, where individuals have the minimum foundational skills necessary to function in the knowledge economy.

IALLS Adult Literacy Levels

	Level 5	Very strong skills. Able to find information in dense text & make high-level inferences or use specialized background information.
	Level 4	Strong skills. Able to integrate & synthesize information from complex or lengthy passages.
Minimum Skills for the Knowledge Economy →	Level 3	Adequate skills to cope in a complex & advanced society. Equivalent skill level to high school completion or college entry.
Foundational Levels	Level 2	Weak skills. Able to deal with simple, clearly laid out material. May be able to cope with everyday demands, but has difficultly with new situations.
	Level 1	Poor skills. May not be able to determine the correct dosage from a medicine bottle label.

Educational Attainment

The proportion of Alberta's labour force without a high school diploma is decreasing, from 14.4% in 2000 to 11.1% in 2010. In 2010, 22.5% of Alberta's labour force had a high school diploma as their highest level of educational attainment, higher than the Canadian figure of 19.8%.[39]

High school completion rates vary across the province, from a high of 84.5% in the Lakeland Region to a low of 65.7% in the Northern Lakes Region for the 5-year rate in 2009-10. Provincially, 72.6% of Albertans complete high school within three years of entering Grade 10. As the length of time after entering Grade 10 increases, so does the completion rate, with 79.0% of Albertans completing high school within five years of entering Grade 10.[40]

The greatest change in Albertans' educational attainment over recent years has been in the proportion of the labour force with a university degree, which increased from 20.8% in 2006 to 22.0% in 2010.

As technology advances, the demand for highly skilled, educated workers will increase. Alberta needs a workforce with a range of completed programs and credentials, from certificate programs to graduate degrees. With today's worker expected to have three careers and eight jobs over a lifetime,[41] there will be increasing pressure on individuals to maintain and upgrade their skills to keep pace with technology and change. Since about 65% of all new jobs created by 2012 are expected to require some form of post-secondary education,[42] a post-secondary credential is replacing the high school diploma as they key to labour market entry and a link to economic health and quality of life.

In recent years, Alberta has shown educational attainment levels on par with the Canadian average. This is partly due to the province's relatively strong economy, which continues to draw young, skilled migrants who already have education and training, and are looking for work.

In 2001, a total of 44.3% of Canada's population had completed some form of post-secondary education. By 2010, the proportion had increased to 51.8%.[43] In 2001, 46.0% of Alberta's labour force had attained post-secondary qualifications; in 2010, this figure had risen to 51.3%.[44]

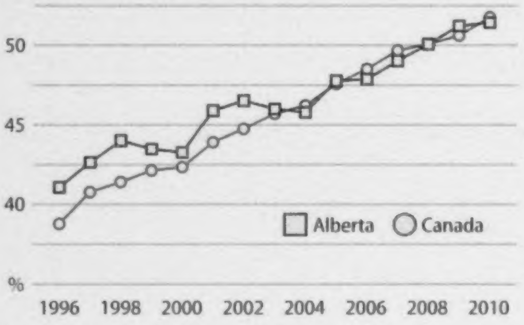
High School Completion Rate by Service Region, 2009-10

Geographic Service Region	3-Year Rate	4-Year Rate	5-Year Rate
Calgary Region	75.1%	79.0%	80.5%
Central Region	75.1%	78.6%	80.1%
Edmonton Region	71.4%	75.9%	78.3%
Grande Prairie Region	68.7%	73.9%	74.1%
Keyano Region	70.9%	74.9%	77.6%
Lakeland Region	77.5%	81.5%	84.5%
Lethbridge Region	76.8%	78.9%	81.4%
Medicine Hat Region	73.8%	77.4%	80.9%
Northern Lakes Region	54.4%	64.3%	65.7%
Portage Region	63.6%	69.9%	73.7%
Alberta	72.6%	76.9%	79.0%

Notes: Results include all public, separate, charter, francophone, and private schools in Alberta with a high school program. A small number of schools without mapping data were mapped into individual regions based on proximity to mapped schools. Historical results may have been restated using current mapping.

Source: Alberta Education

Proportion of the Population Aged 15+ Years with PSE, Alberta and Canada



Source: Statistics Canada - Labour Force Survey (Custom Tabulation)

Over the forecast period of 2009-19, Alberta Employment and Immigration (AEI) projects that the proportion of Albertans with a post-secondary education will increase to 60.1%.[45] The largest increase is forecasted at the university level, at almost 3%. A greater proportion of these individuals is forecasted to be female (61.5%).[46]

While the proportion of Albertans with a high school diploma is increasing, participation in particular high school courses is declining. The type of courses learners take in high school is a factor in their choice of post-secondary program and is linked to labour market demand. Grade 6 Provincial Achievement Test (PAT) results are strong predictors of post-secondary participation within three years of entering Grade 10. They also predict the level of post-secondary studies in which learners will register. Over recent years, the proportion of learners taking Diploma-level exams in math and science courses (biology, chemistry, physics) has decreased.[47] This has ramifications for the province's ability to meet skill needs, and is linked to the overrepresentation of international students in priority programs at the graduate level (discussed in Chapter Seven) – namely, those in the physical, natural, and applied sciences program band.

CAMPUS ALBERTA SUCCESS STORY

Measuring Literacy:
Establishing Adult Literacy Benchmarks

"Establishing Alberta Adult Literacy Benchmarks" is a multi-year project to create a provincial set of literacy reading benchmarks and supports to implement them. These benchmarks will give learners in literacy programs meaningful information about their reading skill levels, a way of understanding their progress, and a way of gauging their skill level against a standardized set of levels. The benchmarks will also help learners to transition between programs more efficiently. In order to provide a meaningful comparison of reading skill levels nationally and internationally, the Alberta benchmarks will be based on the international levels set by the International Adult Literacy Survey, which are also utilized by the Canadian government's Essential Skills Framework.

The Advisory Committee for the project includes Government of Alberta ministries (Alberta Advanced Education and Technology, Alberta Employment and Immigration), post-secondary institutions (Bow Valley College, Northern Lakes College), and literacy organizations (Centre for Family Literacy, Literacy Alberta, Community Learning Network).

To date, the project has completed a comprehensive survey of literacy benchmarks in Canada, held consultations with community literacy, family literacy, Aboriginal literacy and college basic education programs, and produced a set of Alberta Reading Benchmarks. Moving forward, the priority will be on supporting the implementation of the new benchmarks.

Alberta Provincial Achievement Test Results by Subject

Subject	Grade	Level of Achievement	2005-06	2006-07	2007-08	2008-09	2009-10
		Excellence	17.2%	16.1%	17.7%	18.5%	18.7%
MATH	6	Acceptable	65.8%	66.2%	66.1%	66.1%	65.5%
		Below Acceptable	17.0%	17.7%	15.4%	15.4%	15.8%
		Excellence	20.0%	20.7%	21.0%	21.0%	22.8%
MATH	9	Acceptable	57.3%	54.6%	53.6%	54.0%	53.6%
		Below Acceptable	22.8%	24.7%	25.4%	25.3%	23.5%
		Excellence	30.8%	29.8%	27.1%	27.7%	29.2%
SCIENCE	6	Acceptable	56.0%	54.6%	57.0%	57.7%	55.6%
		Below Acceptable	13.2%	15.6%	15.9%	14.6%	15.2%
		Excellence	15.1%	16.5%	14.7%	17.4%	19.6%
SCIENCE	9	Acceptable	61.3%	61.8%	63.2%	62.4%	61.8%
		Below Acceptable	23.5%	21.6%	22.1%	20.1%	18.5%

Note: Percentages may not total due to rounding.
Source: Alberta Education

Aboriginal Educational Attainment

The educational attainment of Aboriginal Albertans increased significantly between 2001 and 2006. The proportion of Aboriginal Albertans with post-secondary education grew from 29.0% in 2001 to 34.3% in 2006 – an increase of 5.3%. This rate of increase is slightly higher than the increase for the non-Aboriginal population over the same time frame. This increase becomes even more significant in light of the Aboriginal population's higher youth and fertility rates.

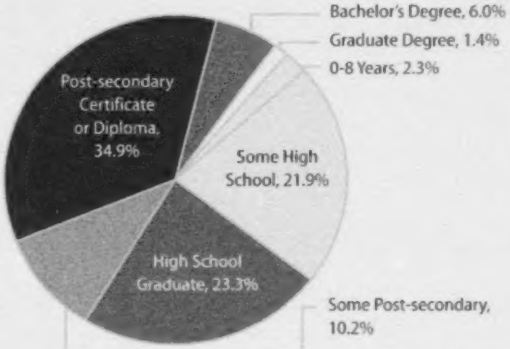
Improved labour market and socioeconomic outcomes for Aboriginal Albertans occur in tandem with improvements in educational attainment. As Aboriginal Albertans are one of the few growing, young populations, strategies to support their post-secondary access and completion are a priority.

Proportion of Aboriginal Albertans with PSE, Alberta & Regions

Geographic Service Region	2001 Aboriginal	2001 Non-Aboriginal	2006 Aboriginal	2006 Non-Aboriginal
Calgary	32.1%	51.0%	40.1%	56.2%
Central	30.3%	40.3%	33.5%	44.2%
Edmonton	29.7%	45.7%	35.5%	51.2%
Grande Prairie	24.4%	39.6%	32.0%	42.9%
Keyano	26.4%	51.9%	35.0%	57.2%
Lakeland	30.9%	37.8%	34.2%	41.8%
Lethbridge	30.7%	40.3%	35.9%	45.3%
Medicine Hat	29.8%	36.0%	33.7%	41.1%
Northern Lakes	23.3%	38.1%	22.6%	39.9%
Portage	29.9%	39.6%	33.7%	44.0%
Alberta	**29.0%**	**46.1%**	**34.3%**	**51.2%**

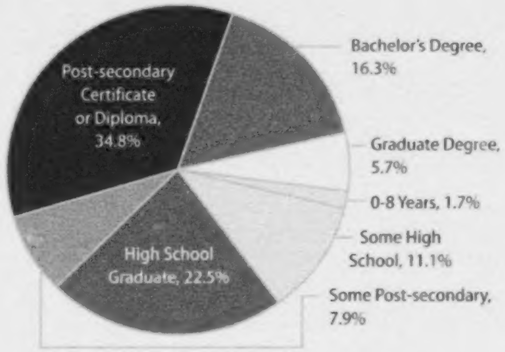
Source: Statistics Canada - Census of Population (Custom Tabulation)

Educational Attainment of Aboriginal Albertans in the Labour Force, Aged 15+ Years, 2010



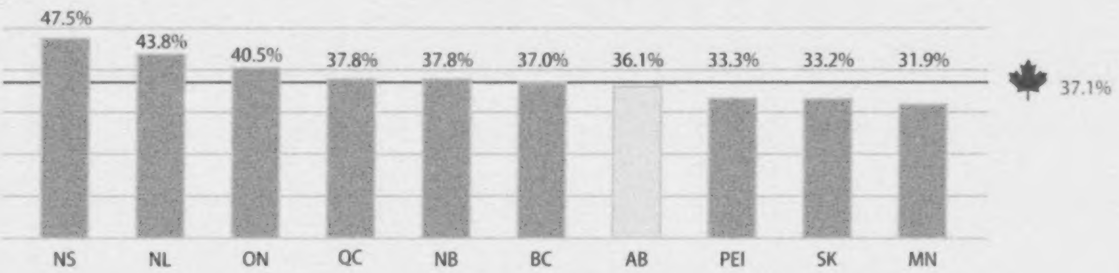
Note: Percentages may not total 100 due to rounding.
Source: Statistics Canada - Labour Force Survey

Educational Attainment of Albertans in the Labour Force, Aged 15+ Years, 2010



Note: Percentages may not total 100 due to rounding.
Source: Statistics Canada - Labour Force Survey

Proportion of Aboriginal Canadians Aged 15+ Years with PSE, Canada & Provinces, 2010



Source: Statistics Canada - Labour Force Survey (Custom Tabulation)

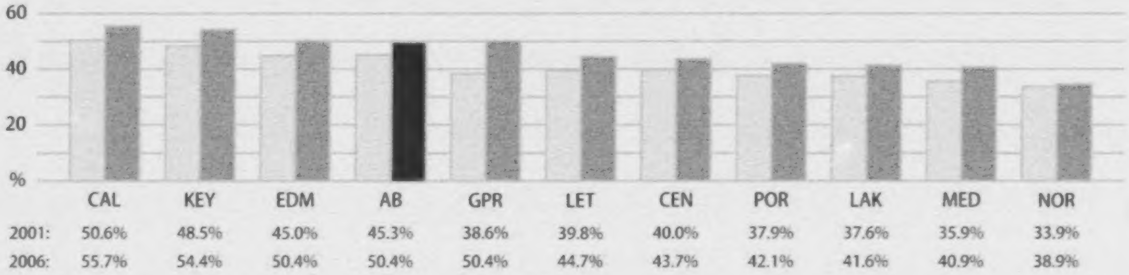
Post-secondary Completion

Post-secondary completion rates refer to the rate at which learners fulfill all their program requirements within a specified time period. The measure uses a cohort-based method, which tracks completion based on the year in which learners entered their program of study. The methodology adds three years to the typical program length.[48] Learners enrolled in are given four years (1+3) to complete Certificate programs, five years (2+3) for Diploma programs, seven years (4+3) for Bachelor's Degrees, five years (2+3) for Master's Degrees, and six years (3+3) for Doctoral Degrees.

Looking at the most recent cohort data available,[49] approximately 40.6% of learners beginning a certificate program in 2006-07 completed their program within four years. In the 2005-06 cohort, completion rates varied among credentials, with about 78.1% of Master's Degree and 61.1% of Diploma learners completing within the specified timeframe. For Bachelor Degree students beginning in the 2003-04 cohort year, about 66.3% completed within the timeframe. At the Doctoral level, 42.9% of students starting in 2004-05 completed within the timeframe.

Data from the 2006 Early Leavers Survey indicate that the most common reasons cited for not completing a post-secondary credential include changing their mind or losing interest in their course of study, and personal reasons (including family illness or travel). More data and analysis are required in order to examine potential differences in completion among fields of study and student population, and potential implications on access and the ability to meet labour market demand.

Proportion of the Population Aged 15+ Years with PSE, Alberta and Service Regions, 2006



Source: Statistics Canada - Census 2006 (Custom Tabulation)

Proportion of the Population Aged 15+ Years with PSE, Canada and Provinces

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Alberta	46.0%	46.6%	46.1%	45.9%	47.8%	47.9%	49.0%	50.0%	51.1%	51.3%
British Columbia	43.8%	44.1%	45.0%	45.9%	46.4%	46.9%	48.3%	48.9%	49.0%	50.5%
Manitoba	39.8%	40.0%	40.7%	40.8%	41.4%	41.6%	41.4%	43.1%	43.9%	45.3%
New Brunswick	40.5%	40.1%	41.1%	42.5%	42.5%	44.0%	44.5%	46.1%	46.4%	46.6%
Newfoundland & Labrador	39.9%	41.7%	43.8%	42.7%	44.2%	43.3%	44.2%	45.2%	46.9%	48.7%
Nova Scotia	47.0%	46.3%	47.5%	48.9%	48.5%	48.4%	48.8%	47.9%	50.3%	52.7%
Ontario	44.7%	45.6%	46.4%	46.8%	48.5%	49.6%	51.1%	51.4%	51.6%	52.7%
Prince Edward Island	41.9%	43.1%	44.0%	46.2%	46.0%	46.0%	45.2%	44.8%	46.5%	47.7%
Quebec	44.8%	46.3%	47.9%	48.4%	50.0%	51.1%	51.9%	52.1%	52.5%	53.8%
Saskatchewan	38.7%	39.4%	41.9%	41.3%	41.9%	42.4%	43.1%	43.4%	44.2%	45.7%
CANADA	**44.3%**	**45.1%**	**46.0%**	**46.5%**	**47.8%**	**48.7%**	**49.8%**	**50.2%**	**50.7%**	**51.8%**

Source: Statistics Canada - Labour Force Survey (Custom Tabulation)

CHAPTER TWO: THE ECONOMY

Alberta is on the road to economic recovery. Unemployment rates are declining and labour market participation is on the rise. The past few years have been challenging, as demand for post-secondary opportunities rose during a time of fiscal restraint. As Albertans seek to improve their labour market chances by retraining or upgrading their skills, maintaining the right degree of flexibility in the system will be a challenge as post-secondary demand fluctuates with the province's economic context. Recent investments in post-secondary education will support the system as Alberta's economy enters a period of economic recovery.

Chapter Summary:

☐ In Alberta, post-secondary enrolment growth is strongly tied to the economy. While there are variations among programs and learner populations, post-secondary enrolment trends are generally countercyclical to economic trends: as the strength of the economy declines, post-secondary enrolment tends to increase as people wait out a weak job market by upgrading their skills or training.

☐ After experiencing the effects of the global recession over the past few years, Alberta has entered a period of economic recovery. The province has an anticipated growth rate of 3.3% in 2011 and about 3.2% over the following three years.

☐ While the province's economic outlook is strong, it is not immune to global economic forces. Small changes in the fiscal assumptions that underlie the province's economic outlook can substantially impact government's revenue streams.

☐ Overall, Alberta has one of the lowest unemployment rates among the provinces. There are variations among population groups, with Aboriginal Albertans facing higher unemployment rates than the non-Aboriginal population. Youth unemployment levels are holding steady across the country, including in Alberta.

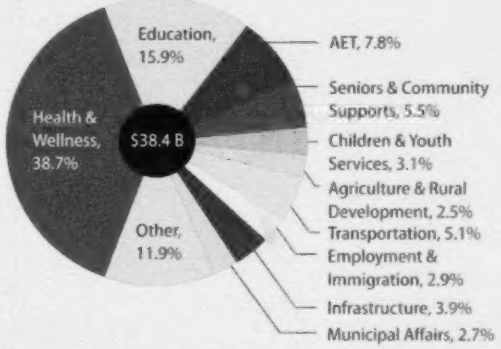
☐ Most labour market shortages over 2009–19 are forecasted for the trades and technology; health sciences; business; and physical, natural, and applied sciences program bands.

Budget 2011

The Government of Alberta's (GOA) 2011 Budget provided AET with \$3.0 billion for 2011-12, an annual increase of \$34 million (1.2%).[50]

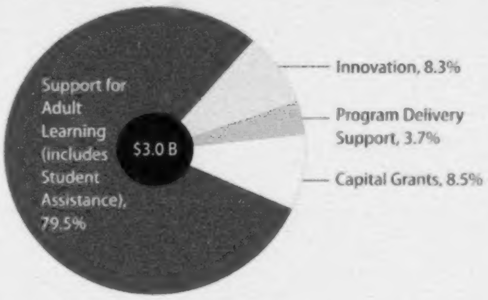
Publicly-funded institutions receive base operating funding in the form of a Campus Alberta grant. Institutional grants were repackaged into one Campus Alberta grant in 2010-11, giving institutions more flexibility to prioritize needs. While base funding remained stable at over \$2 billion in 2010-11, an additional \$62 million was allocated to open new buildings, address enrolment pressures, and support innovation and collaboration.

GOA Budget by Ministry, Budget 2011



Source: Government of Alberta (2011). *Budget 2011.*

AET Budget by Function, Budget 2011



Source: Government of Alberta (2011). *Budget 2011.*

Key Energy & Economic Assumptions, Alberta Budget 2011

Fiscal Year Assumptions	2009-10 Actual	2010-11 Estimate	2011-12	2012-13	2013-14
Revenue (CDN\$millions)	35,658	33,982	35,589	38,832	42,004
Expenses (CDN\$millions)	36,690	38,803	38,994	39,513	40,748
Surplus/(Deficit) (CDN\$millions)	(1,032)	(4,821)	(3,405)	(681)	1,256
Crude Oil Price					
West Texas Intermediate (WTI) (US\$/bbl)	70.71	81.45	89.40	95.50	95.75
Alberta Wellhead (CDN\$/bbl)	68.92	72.45	79.43	84.91	84.85
Western Canadian Select (WCS) @ Hardisty (CDN\$/bbl)	61.52	64.38	72.02	78.32	80.17
Natural Gas Price					
Alberta Reference Price Index (CDN\$/GJ)	3.58	3.26	3.45	4.05	5.00
Exchange Rate (US¢/CDN\$)	91.95	97.96	98.38	98.00	98.00
Calendar Year Assumptions	**2009 Actual**	**2010 Estimate**	**2011**	**2012**	**2013**
Real GDP (millions of 2002\$)	184,417	190,462	196,594	203,015	209,346
Unemployment Rate (%)	6.5	5.5	5.0	4.8	4.5
Alberta Consumer Price Index (% change)	1.0	1.9	2.3	2.2	2.2

Source: Government of Alberta (2011). *Budget 2011.*

Economic Outlook

The past few years have been fiscally challenging, with Alberta and its provincial counterparts posting some of the largest collective deficits in Canadian history. The economy, however, is on the mend. In 2010, the global economy posted a 5.0% growth in Gross Domestic Product (GDP). The global economy is expected to experience solid economic growth of 4.4% in 2011, led by China, India, and Brazil,[51] although uncertainty remains about the recovery of the US and European economies.

Alberta's emergence from the recession was stronger than expected in 2010, with unemployment decreasing by 0.4%.[52] Alberta's economy is anticipated to experience GDP growth of 3.3% in 2011 and by about 3.2% over the next three years. Rising investments in the oil sector, coupled with strong performance in manufacturing and retail, are expected to offset a weakening natural gas sector.[53]

Total GOA revenues are expected to grow to $35.6 billion in 2011-12, an increase of $1.6 billion from the previous year.[54] This increase can be attributed to the economic recovery, with greater revenues from personal and corporate taxes due to higher wages and profits, increased oil sands production, and a decrease in federal transfers as stimulus funding winds down. Since governments typically take longer than industry to respond to economic changes, there will be a period of readjustment as the economy gains strength.

GOA expenses increased by $191 million in 2010-11, reaching $39.0 billion.

While Alberta is entering a period of economic recovery and growth, it is not immune to global economic forces. Seemingly small changes in the fiscal assumptions that underlie the province's economic outlook can substantially impact government's revenue stream.[55] Alberta's strong ties to the energy sector and global commodity markets mean that the performance of its primary revenue stream relies, to a great extent, on economic and social forces in other countries. The following provides some examples of how small changes – in the price of oil, for instance – can result in revenue loss for the province:[56]

Price of Oil ↓ $1 = ↓ $141 million revenue
Price of Natural Gas ↓ 10¢ = ↓ $51 million revenue
Exchange Rate ↑ 1¢ = ↓ $154 million revenue

Several other risk factors could impact the province's economic recovery:

- ☐ Sovereign debt levels in European countries: Rising debt levels and economic bailouts in European states impact global economic growth and investment potential.
- ☐ Inflation in emerging markets: Efforts to restrain inflation in developing countries could adversely affect commodity prices worldwide.
- ☐ US economic volatility: The weak housing market, increasing debt levels, and sluggish labour market situation of Alberta's largest trading partner have overall economic impacts for the province.
- ☐ Currency fluctuations and the rising strength of the Canadian dollar: Linked to US economic volatility and global commodity markets (namely energy and exports), the strength of the Canadian dollar has significant implications for the province's revenues.
- ☐ Rising interest rates: Rising interest rates can discourage investment and reduce government revenues, partially offsetting the impacts of economic recovery.

Employment and Labour Market Participation

In Alberta, the recent economic downturn led to employment losses of approximately 90,000 jobs. More recent figures, however, indicate strong employment growth. By February 2011, Alberta had gained enough jobs to reach 78% of pre-recession employment levels.[57] Increasing economic activity is expected to continue this year and into the future.[58]

Average employment in Alberta is expected to grow by 41,000 jobs in 2011. The province's labour market is strengthening; labour market participation rates are above the Canadian average and Alberta has one of the lowest unemployment rates among the provinces.

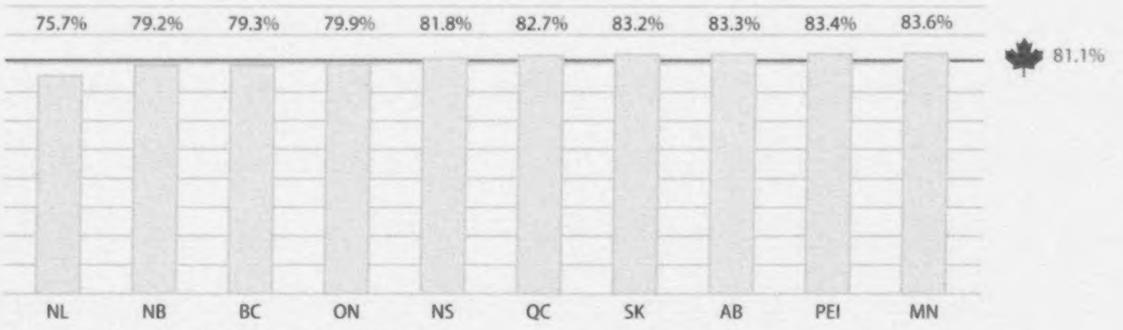
Unemployment Rates, Canada and Provinces

15+ YEARS	2003	2004	2005	2006	2007	2008	2009	2010
Alberta	5.3%	5.1%	4.7%	4.0%	3.4%	3.5%	6.6%	6.5%
British Columbia	8.0%	7.2%	5.8%	4.8%	4.3%	4.6%	7.7%	7.6%
Manitoba	5.1%	5.0%	5.3%	4.8%	4.3%	4.2%	5.2%	5.4%
New Brunswick	10.2%	9.7%	9.6%	8.7%	7.5%	8.5%	8.8%	9.3%
Newfoundland and Labrador	16.4%	15.6%	15.1%	14.7%	13.5%	13.2%	15.5%	14.4%
Nova Scotia	9.1%	8.8%	8.4%	7.9%	8.0%	7.7%	9.2%	9.3%
Ontario	6.9%	6.8%	6.6%	6.3%	6.4%	6.5%	9.0%	8.7%
Prince Edward Island	11.1%	11.2%	10.8%	11.1%	10.3%	10.8%	12.1%	11.2%
Quebec	9.2%	8.5%	8.3%	8.1%	7.2%	7.2%	8.5%	8.0%
Saskatchewan	5.6%	5.3%	5.1%	4.7%	4.2%	4.1%	4.8%	5.2%
CANADA	7.6%	7.2%	6.8%	6.3%	6.0%	6.1%	8.3%	8.0%

18-34 YEARS	2003	2004	2005	2006	2007	2008	2009	2010
Alberta	6.4%	5.8%	5.8%	4.7%	3.9%	4.3%	7.8%	7.7%
British Columbia	9.5%	8.3%	6.7%	5.5%	4.9%	5.7%	9.2%	9.6%
Manitoba	6.2%	6.7%	6.3%	5.1%	5.3%	5.2%	6.4%	7.0%
New Brunswick	12.1%	11.1%	11.0%	9.2%	8.5%	10.0%	10.2%	10.8%
Newfoundland and Labrador	19.2%	18.9%	17.4%	17.7%	15.2%	15.0%	16.9%	15.8%
Nova Scotia	10.9%	11.1%	10.2%	9.5%	9.2%	9.6%	12.0%	11.3%
Ontario	9.1%	8.6%	8.6%	8.3%	8.0%	8.2%	11.4%	10.8%
Prince Edward Island	12.4%	13.3%	12.5%	11.8%	10.8%	11.8%	13.2%	13.3%
Quebec	10.3%	9.6%	9.3%	8.8%	8.2%	7.9%	9.5%	8.8%
Saskatchewan	7.4%	7.1%	6.5%	6.1%	5.5%	4.9%	6.1%	6.7%
CANADA	9.0%	8.6%	8.0%	7.4%	7.1%	7.3%	9.9%	9.6%

Source: Statistics Canada - Labour Force Survey (Custom Tabulation)

Labour Force Participation Rate, 18-34 years, Canada and Provinces, 2010



Source: Statistics Canada - Labour Force Survey (Custom Tabulation)

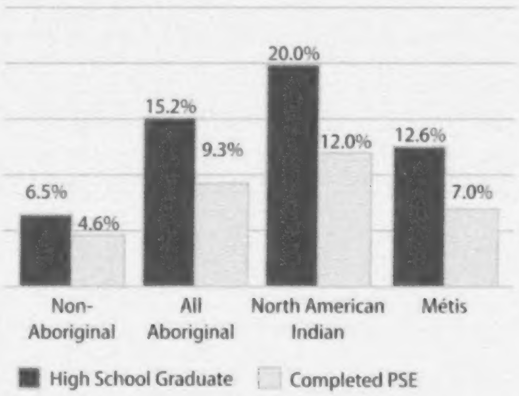
Aboriginal Employment

In 2010, 70.6% of Aboriginal Albertans living off reserve participated in the labour force, compared to 72.9% of Albertans.[59]

The unemployment rate for Aboriginal people living off-reserve was 13.8% in 2010. This was 7.3% higher than the unemployment rate for Alberta's working age population. While there are significant differences between Alberta's Aboriginal and non-Aboriginal populations, there are also noticeable differences across genders. The unemployment rate among male Aboriginal Albertans was 12.9%, while females' was almost 2% higher at 14.8%. Among Aboriginal groups, the North American Indian population had the highest unemployment rates in 2010, at 18.3% – a total of 7.5% higher than the Métis population's. The difference between North American Indian (22.1%) and Métis females (10.1%) was even greater, at 12.0%,[60] showing a substantial difference in the unemployment rate by gender within Aboriginal subpopulations.

As with the non-Aboriginal population, there is an inverse relationship between unemployment and educational attainment: as the level of educational attainment increases, unemployment decreases. In 2010, Aboriginal Albertans with a post-secondary credential had an unemployment rate of 9.3%, compared to 15.2% for those with a high school diploma as their highest level of education. Aboriginal Albertans continue to face higher unemployment levels than the non-Aboriginal population, even when holding commensurate levels of education.

Unemployment Rate by Educational Attainment & Aboriginal Status, Alberta - 2010

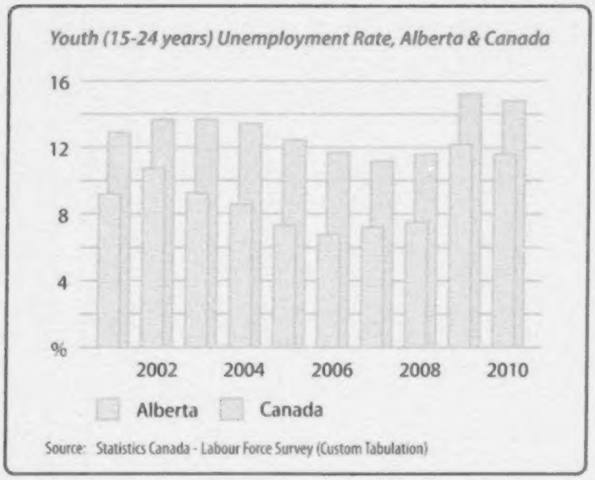


Source: Statistics Canada - Labour Force Survey

Youth Unemployment

Youth unemployment levels are holding steady across Canada. In Alberta, the unemployment rate of those aged 15-24 was 11.6% in 2010, a very slight decrease from 12.2% the previous year. This is lower than the Canadian average of 14.8% in 2010, but consistent with the general trend of youth unemployment being very stable across the provinces.

In 2010, Alberta and Manitoba had the second highest proportion of youth in the working age population (17.4%) after Saskatchewan (17.5%).[61]



Source: Statistics Canada - Labour Force Survey (Custom Tabulation)

People with Disabilities in the Workplace

People with disabilities tend to have lower labour force participation rates and higher unemployment rates. They also tend to work fewer hours than people without disabilities, making them more vulnerable to periods of lower income.[62] In 2006, the labour force participation rate for people with disabilities in Alberta was 70.7%, compared to 83.9% for people without disabilities.[63] The unemployment rate for people with disabilities was 5.5%, compared to 3.5% for people without disabilities.[64]

A total of 276,790 people with disabilities were identified as being engaged in trades, transport, and equipment operators and related occupations. The only occupation with higher numbers was sales and service (465,470). The third highest was business, finance and administrative positions (262,260).[65]

Increased labour market opportunities for people with disabilities will influence post-secondary participation, as opportunities increase for people with disabilities who have higher levels of educational attainment.

Immigrants in the Labour Market

A total of 589,200 immigrants of working age lived in Alberta in 2010, representing 9.5% of Canada's working age (15 years and over) immigrant population. Alberta had the second highest labour force participation (68.9%) and employment rate (63.9%) of immigrants among the provinces in 2010, after Manitoba (69.2%). Despite this, immigrant Albertans accounted for 21.0% of the province's unemployed.[66]

As outlined in Chapter One, while immigrants' education attainment is, on average, higher than that of the Canadian-born population, the national unemployment rate for recent immigrants in the prime working-age group is more than double the rate of those born in Canada.[67] On average, immigrants in Alberta earned $1.39 less per hour than the overall Alberta population in 2010.[68]

Persistent gaps between immigrant and non-immigrant Albertans' success in the labour market will impact the province's ability to attract and retain highly skilled individuals. Addressing the most challenging labour market barriers for new Canadians—the lack of Canadian work experience, the lack of recognition for foreign credentials, and language barriers—would support new Albertans and the province in meeting our current and future demographic, labour, and skill needs.

Economy and Post-secondary Education

In general, post-secondary enrolment trends are countercyclical to economic trends.[69] When the economy is strong, post-secondary enrolment growth tends to slow as individuals take advantage of labour market opportunities. When the economy weakens, post-secondary enrolment tends to grow as people seek to retrain or upgrade to take advantage of labour market opportunities when the economy recovers.

This countercyclical trend may be more pronounced for certain population groups and for certain institutional sectors. Generally, enrolment is less cyclical for under-represented groups (Aboriginal people, low-income people, people with disabilities, etc.), possibly demonstrating an inability or unwillingness to enrol in post-secondary education when the economy is weak and the opportunity costs may be too high. In the same way, students relying on part-time earnings and parental contributions may also find it more difficult to enrol during a recession.[70] The trend may also be more pronounced in particular programs or fields of study, as individuals choose education to give them the best chance of securing employment.

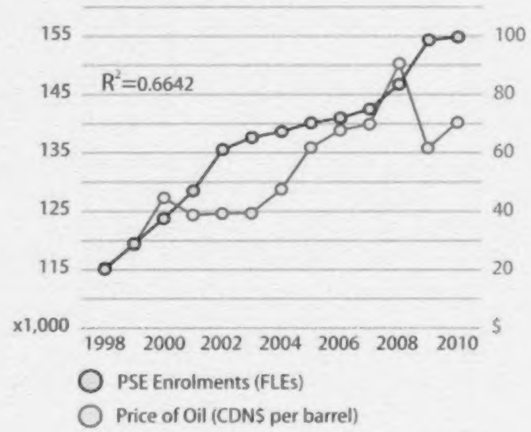
Recessions typically lead to stable enrolment in 4-year programs, significant decreases in apprenticeship registrations and course completions, and increased enrolment in shorter programs, such as certificate, diploma, or Master's Degree programs.[71] Programs with a more explicit labour market focus, such as pre-employment or job readiness programs, may also see increased demand.

For example, in 2009-10 Alberta's post-secondary enrolment (Full-Load Equivalent, or FLE) increased by 5.72% – the largest increase since 2002-03. Preliminary enrolment reports from fall 2010 estimate an annual system-level enrolment increase of 0.32% from the previous year. As the economy recovers, enrolment has maintained its recessionary levels; however, as the province moves into a sustained period of economic strength and more jobs become available, these types of enrolment increases may not continue.

As indicators of economic strength, unemployment rates and the price of oil were correlated against post-secondary enrolment to see how these economic variables affect post-secondary enrolment.

Data suggest a moderately strong relationship between the price of oil and enrolment in Alberta's publicly-funded advanced education system. Historically, the relationship between post-secondary enrolment and unemployment has been the stronger of the two economic variables. Monitoring these elements will continue.

Oil Price and Post-secondary Enrolment, Alberta



Note: Average annual oil prices are presented in constant 2002 Canadian dollars. Oil prices (WTI) were converted from US dollar figures into Canadian dollars using the yearly exchange rate average and then adjusted using Canada's Consumer Price Index.

Sources: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS), Energy Information Adminstration (EIA)

Demand for student financial assistance is also closely linked to both demand for post-secondary education and the strength of the economy. It can also have significant budgetary implications. Combined with the increased numbers of learners applying to post-secondary education, the economic downturn also saw higher youth unemployment levels, contributing to learners' financial need. During the recent recession, as demand for post-secondary education rose, so too did demand for student financial assistance. From 2008 to 2010, the number of people receiving student financial assistance in Alberta increased by about 40%.

Socio-Economic Status and Post-secondary Education

Living in low-income circumstances may hinder a child's ability to perform well in school, limit educational attainment, and reduce their ability or willingness to participate in post-secondary education.

Statistics Canada measures low-income status using low-income cutoffs (LICOs), which are based on family income data after government benefits and taxes. The incidence of children living in low-income circumstances ranged from a low of 9% in Prince Edward Island to a high of 26% in British Columbia in 2007. In Alberta, a total of 12% of children lived in low-income circumstances.[72] A complement to the LICO measure, the Market Basket Measure assesses low-income based on the cost of a specified basket of goods and services. Using the Market Basket Measure, in 2007, about 7.4% of Albertans could be considered low-income. The proportion was higher for children (under 18), at 9.0%.[73]

In collaboration with Alberta Education, AET has started looking at the high school to post-secondary transition patterns and post-secondary participation rate of learners from lower-income families.

CAMPUS ALBERTA SUCCESS STORY

Working Together to Fulfil Local Needs: the Collaborative Nursing Program

A total of 24 graduates from the University of Alberta's Collaborative Baccalaureate Nursing Program were honoured at the convocation ceremony at Keyano College in spring 2011.

As a result of the Collaboration with the University of Alberta, community partnerships with the Northern Lights Health Centre, and work with various community agencies such as Pastew Place, The Hub, Primary Care Network, and Unity House, to name a few, Keyano College students have been able to obtain a wide variety of clinical experiences while staying within the Fort McMurray community.

This program enables Keyano College to fill a labour force need by providing individuals that are able to move into the workforce with the knowledge and ability to promote the health and wellness of all individuals, with the added benefit of graduates who have prior experience with local communities.

Labour Market Shortages

Growth in Canada's working-age population has slowed by more than a third over the past 30 years and is projected to slow even more moving forward.[74] The year 2011 marks the first year that baby boomers will turn 65 years old, signaling the beginning of a wave of retirements in coming years.

Though Alberta's population has been growing faster than that of other provinces, it has the highest rate of in-migration, and is emerging from a recession, its historically low unemployment rate means that some industries continue to see labour market shortages.

From 2009-19, Alberta's labour market is projected to grow by approximately 349,000 workers at an average annual rate of 1.5%. A net increase of 272,000 workers is expected to join the labour force, as supply increases at an annual rate of 1.1%. During the same period, Alberta could experience a labour shortage of about 77,000 workers;[75] over 44,000 (about 60%) of these are anticipated to require post-secondary education. Over 2009–19, Alberta Employment and Immigration (AEI) expects occupations related to the trades and health to have the greatest labour shortages.[76]

AEI produces Alberta's Occupational Supply Outlook Model (AOSOM),[77] which forecasts labour market shortages for 140 occupational groups over 10 years.[78] The educational component of the model forecasts the number of enrolments and graduates across 11 major fields of study for different levels of schooling. These forecasts are then translated into occupations where people are expected to look for employment. AET bases its forecast of labour market shortages by program band on AOSOM. The Model distinguishes occupations requiring post-secondary education and compares the projected demand for people in each occupational category with the projected supply. By aligning National Occupational Codes (NOC) with Classification of Instructional Program (CIP) codes, occupational areas with anticipated shortfalls are then categorized into program bands.

Employment by Educational Attainment, Alberta 2009

Level of Education	Population Employed	Share of Employed
Less than High School	240,900	12.1%
High School Graduate	447,400	22.5%
Some Post-secondary	157,000	7.9%
PSE Certificate/Diploma	695,700	35.0%
University Degree	447,100	22.5%

Source: Statistics Canada - Labour Force Historical Review, 2009

Forecasted Employment Growth by Skill Level, Alberta 2009-19

Occupational Grouping	Average Annual Growth 2010-19
Management	2.5%
Requiring University Education	1.8%
Requiring College Education or Apprenticeship Training	2.3%
Requiring High School Only	2.2%
Requiring On-the-Job Training Only	2.5%

Source: Alberta Employment and Immigration (2010)
Alberta Occupational Demand Outlook 2009-19

Future labour market opportunities will be concentrated in occupations requiring post-secondary education. It is anticipated that Albertans with Certificate and Diploma credentials will see the highest share of employment (35.0%), followed by those with university degrees (22.5%). Jobs requiring college education or apprenticeship also show strong levels of employment growth at 2.3% over the 2009-19 period, second only to occupations at the management level (2.5%).

The CAPR forecast is used to better align priority access areas with labour market demand, reflecting that most jobs created will require some form of post-secondary education. The projected surplus of graduates is based on the number of graduates Alberta's advanced learning system has the capacity to support over the forecast period.

In its 2009-19 forecast, AEI expects the most significant labour market demand to be for graduates with management skills and those requiring on-the-job training. Most Albertans have post-secondary education at the certificate, diploma, or Bachelor's/Applied Degree levels.

At the program band level, most labour market shortages are forecasted for graduates from the Trades and Technology (30.3%), Health Sciences (27.5%), Business (16.3%), and Physical, Natural, and Applied Sciences (14.9%) program bands. Based on Alberta's projected enrolment by program band over 2009-19, the greatest shortages will be in the same areas.

Comparing each program bands' proportion of the anticipated labour market shortage with the system's enrolment mix helps explain the province's labour market shortages breakdown. For example, while over 27.5% of labour market shortages are expected to occur in the Health Sciences, a total of 9.0% of the post-secondary system's enrolment growth over 2009-19 is expected to occur in this program band.

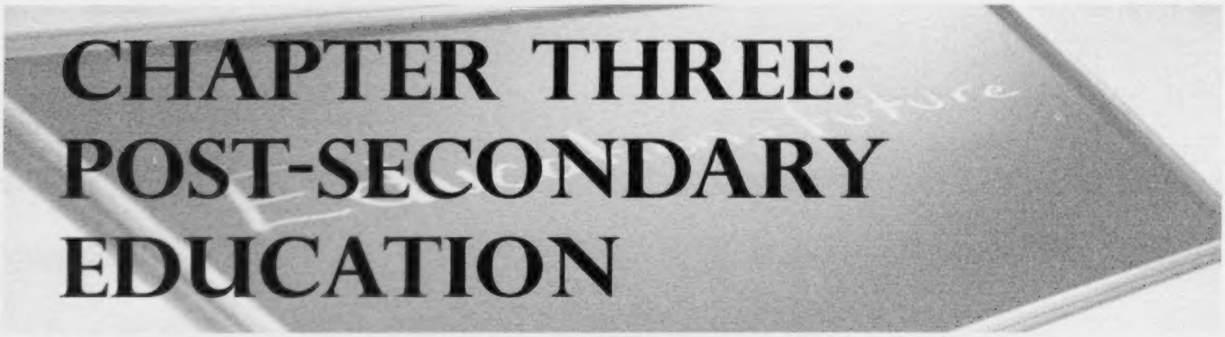
Most enrolment is concentrated in the Language Arts, Social Sciences, Arts, and Humanities program band, which is expected to have a labour market surplus of graduates over the 2009-19 period – even though a significant proportion of the labour market shortages in the Business program band is likely to be filled by these graduates.

The post-secondary system must continue to respond to both learner and labour market demand. With anticipated labour market shortages, a collaborative and comprehensive approach to planning across Campus Alberta is necessary to meet learner, societal, and economic needs.

Labour Market Demand Forecast by Program Band, 2009-19

	Projected Labour Shortage 2009-19		Projected Enrolment Growth (FLE) 2009-19		Projected Surplus/ (Shortfall)
Program Band	#	% of Total	#	% of Total	
Trades & Technology	13,345	30.3%	1,300	9.0%	(12,045)
Health Sciences	12,105	27.5%	1,300	9.0%	(10,805)
Business	7,188	16.3%	1,878	13.0%	(5,310)
Physical, Natural, & Applied Sciences	6,558	14.9%	2,167	15.0%	(4,391)
Languages, Social Sciences, Arts, & Humanities	2,827	6.4%	4,767	33.0%	1,940
Recreation	1,065	2.4%	289	2.0%	(776)
Education	766	1.7%	867	6.0%	100
Legal & Security	210	0.5%	578	4.0%	368
Preparatory & Basic Upgrading	n/a	n/a	1,300	9.0%	n/a
All Program Bands	44,064	100%	14,445	100%	(30,919)

Notes: Rows may not total due to rounding.
Sources: Alberta Employment and Immigration, Alberta Advanced Education and Technology - *In-Jector* Model



CHAPTER THREE: POST-SECONDARY EDUCATION

High levels of educational attainment are linked to improved health outcomes, stronger communities, and the overall openness and vibrancy of a society. The province's level and composition of post-secondary enrolment is a defining factor in the ability to meet current and projected labour and skill shortages, create the economic foundations necessary for success, and ensure the province can maintain and enhance Albertans' quality of life.

Chapter Summary:

☐ A post-secondary credential is replacing the high school diploma as the key to labour market entry.

☐ In 2009–10, a total of 36,029 learners graduated from parchment programs at Alberta's publicly-funded institutions, an increase of 2.8% from the previous year. The largest annual increase was in the trades and technology program band.

☐ Enrolment in Alberta's publicly-funded advanced education system has steadily increased over the past 10 years, with an average annual increase of 2.72%.

☐ Alberta has a lower post-secondary participation rate than other provinces due to a number of factors, including our strong labour market and high rates of in-migration of educated people.

☐ Aboriginal enrolment at Alberta's publicly-funded post-secondary institutions has been steadily increasing, and currently comprises about 3% of all enrolments.

☐ While Alberta has about 11% of Canada's labour force, it trains more than 20% of the country's apprentices.

☐ Foundational learning programs have demonstrated strong growth in recent years. This is linked to economic trends, such as the availability of and competition for jobs, and Albertans' tendency to delay transition to post-secondary studies.

System Overview

Campus Alberta is an integrated and collaborative advanced education system comprised of publicly-funded post-secondary institutions. These institutions are categorized into six sectors, each with corresponding roles and mandates (see Appendix 1A).[79] Campus Alberta is supported by Alberta Innovates, industry, private educational institutions, and community adult learning providers.

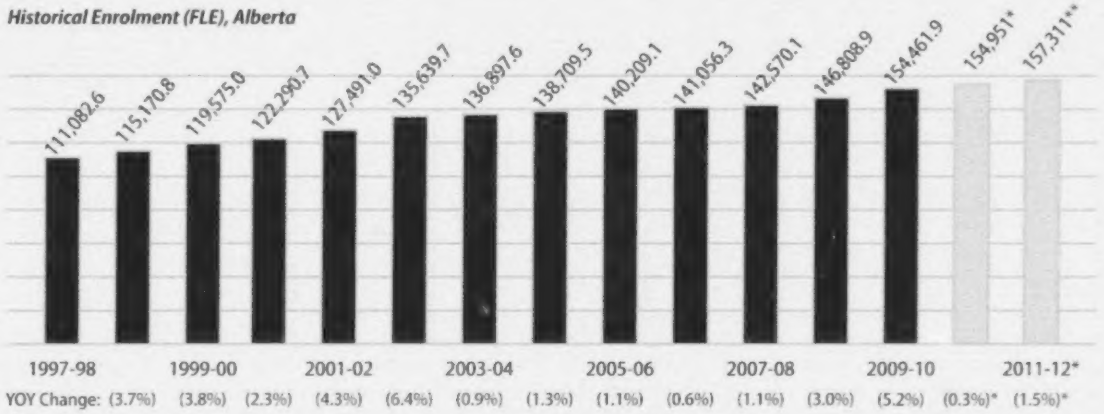
Enrolment Trends

Two different methods are used to report enrolment data: headcount enrolment and full-load equivalent (FLE) enrolment. Headcount enrolment counts the actual number of people in post-secondary education. The FLE measure looks at the course load students take. Generally, 1.0 FLE equals one full course load (some programs, such as apprenticeship, have different weights). For example, there may be 100 people enrolled in a program—the headcount enrolment—and enrolment of 65.5 FLEs. In this case, some students must be enrolled part-time (i.e., not taking a full course load).

Enrolment in Alberta's advanced education system has steadily increased. Reported FLE enrolment figures show an average annual increase of 2.72% over the past 10 years. Preliminary enrolment reports for the 2010-11 academic year estimate an annual system-level enrolment increase of 0.32% from the previous year. While this is a much smaller increase than the previous year's (5.72% – the largest annual enrolment increase since 2002-03's 5.49%), it shows that enrolment levels are remaining stable.

Due to the global economic downturn, Albertans have likely chosen to remain in or return to post-secondary education rather than attempt to enter the labour market full-time. While enrolment has steadily increased at the system level, enrolment growth varies across programs, institutions, and regions. At the regional level, FLE enrolment growth in 2009-10 ranged from a high of 12.2% in the Portage Region to a low of 2.3% in the Lakeland Region.[80] All regions (and all but two institutions) posted FLE enrolment increases in 2009-10.

While every service region posted an increase in FLE enrolment growth in 2009-10, several regions posted decreases in headcount enrolment. Differences in headcount and FLE enrolment trends within an institution or region can provide insight into demand pressures. For example, a rise in headcount enrolment and a decrease in FLE enrolment could point to the need for more flexible, course-by-course programming, as more learners look for part-time study options.



Notes: *Preliminary - based on fall enrolment survey. **Projection. YOY = Year over Year.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS), Preliminary Enrolment Survey

Historical Enrolment by Service Region (FLE - Attending At)

Geographic Service Region	2005-06	2006-07	2007-08	2008-09	2009-10	Average Annual Increase
Calgary Region	47,636.0	48,567.9	48,708.7	50,008.8	54,073.8	2.7%
Central Region	5,298.5	5,233.3	5,215.2	5,285.9	5,629.0	1.1%
Edmonton Region	60,687.4	61,019.4	62,258.6	63,649.6	65,805.9	2.4%
Grande Prairie Region*	1,347.2	1,262.4	1,251.1	1,289.8	2,069.3	10.7%
Keyano Region	1,282.8	1,223.4	1,290.2	1,212.4	1,353.1	0.7%
Lakeland Region	1,938.1	1,778.2	1,928.0	2,051.1	2,098.8	0.6%
Lethbridge Region	10,928.3	10,675.0	10,606.7	10,503.9	11,034.4	0.2%
Medicine Hat Region	2,415.1	2,365.7	2,347.1	2,312.6	2,537.4	0.7%
Northern Lakes Region	863.5	777.9	860.4	1,020.2	1,059.6	7.4%
Portage Region	1,069.5	979.5	910.8	979.6	1,099.3	1.2%
Athabasca University	6,742.5	7,183.7	7,193.3	7,525.9	7,701.3	3.6%
Alberta	140,209.1	141,056.3	142,570.1	146,808.9	154,461.9	2.3%

Keyano Region
Northern Lakes Region
Grande Prairie Region
Portage Region
Edmonton Region
Lakeland Region
Central Region
Calgary Region
Medicine Hat Region
Lethbridge Region

Note: *The significant jump in enrolment in the Grande Prairie Region in 2009-10 may be largely attributed to Grande Prairie Regional College's assumption of program delivery at Fairview College, formerly delivered by NAIT.
Enrolments reported by Geographic Service Region are determined by institutions' home campus location. Includes the Banff Centre.

Source: Advanced Education and Technology - Learner and Enrolment Reporting System, Banff Centre - Enrolment Report

Historical Enrolment by Service Region (Headcount - Attending At)

Geographic Service Region	2005-06	2006-07	2007-08	2008-09	2009-10	Average Annual Increase
Calgary Region	84,098	84,397	84,907	88,061	88,349	1.8%
Central Region	9,572	10,683	10,591	10,455	10,228	2.9%
Edmonton Region	90,330	92,583	93,590	95,946	97,041	1.7%
Grande Prairie Region*	2,345	2,229	2,298	2,249	3,965	15.1%
Keyano Region	2,401	2,446	2,537	2,658	2,866	3.8%
Lakeland Region	7,407	6,862	8,067	7,713	7,386	-0.2%
Lethbridge Region	15,987	15,600	15,403	15,034	15,526	-0.9%
Medicine Hat Region	5,714	5,751	5,570	5,255	5,250	-0.8%
Northern Lakes Region	1,354	1,401	1,565	1,734	1,709	8.2%
Portage Region	2,842	2,808	2,773	3,062	2,974	1.7%
Athabasca University	34,187	37,219	37,876	38,543	38,333	3.7%
Alberta	248,075	254,460	257,655	264,291	267,373	2.1%

Keyano Region
Northern Lakes Region
Grande Prairie Region
Portage Region
Edmonton Region
Lakeland Region
Central Region
Calgary Region
Medicine Hat Region
Lethbridge Region

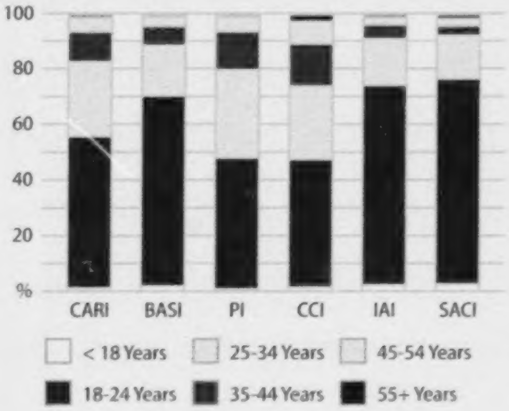
Note: *The significant jump in enrolment in the Grande Prairie Region in 2009-10 may be largely attributed to Grande Prairie Regional College's assumption of program delivery at Fairview College, formerly delivered by NAIT.
Enrolments reported by Geographic Service Region are determined by institutions' home campus location. Includes the Banff Centre.

Source: Advanced Education and Technology - Learner and Enrolment Reporting System, Banff Centre - Enrolment Report

Most learners attending publicly-funded post-secondary institutions in Alberta are between the ages of 18 and 34. This group is referred to as the prime post-secondary-attending cohort.

Some differences in the distribution of enrolment by age group are evident across programs and sectors. For example, Comprehensive Community Institutions (CCIs) are more likely to serve mature learners than institutions in other sectors, while Independent Academic Institutions (IAIs) are more likely to serve young adults aged 18-24.

Enrolment (Headcount) by Age Group and Sector, 2009-10



Notes: Does not include the Banff Centre.
In 2008-09, a new methodology for counting unduplicated headcounts was introduced, focusing on the Alberta Student Number (ASN), reducing double counting - values listed will not match those previously reported.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Program Completers

A program completer is an individual who has completed all necessary program requirements and is awarded a parchment (when offered by the program). Individual institutions determine whether students have completed program requirements for graduation. Students attending Alberta's post-secondary institutions may be enrolled in more than one program and may receive multiple parchments in the same academic year.

In 2009-10, 36,029 learners graduated from parchment programs at Alberta's publicly-funded institutions, 2.8% over the previous year. The largest annual increase was in the Trades and Technology program band, at 9.0%, with 3,703 program completers. The largest annual decrease was in the Legal and Security program band, at -14.7%, with 1,112 completers. The Health Sciences program band had the highest number of program completers in 2009-10, with 8,341, followed by Business (7,197) and Languages, Social Sciences, Arts, and Humanities (6,663).

CAMPUS ALBERTA SUCCESS STORY

Memoranda of Collaboration: Expanding Access for Learners

In late 2010, Grant MacEwan University (GMU) signed two Memoranda of Understanding (MOUs) – one with Olds College and the other with Grande Prairie Regional College (GPRC). Both MOUs were designed to facilitate collaborative program offerings and expand access to degree programs for learners.

Olds College students can now take their first year of the GMU Bachelor of Science on the Olds College campus, providing students from central Alberta communities with the option to study in a rural setting. Upon completion of the first year of courses within the Bachelor of Science, students successfully meeting academic requirements are guaranteed admission to Year Two of the degree program at GMU's Edmonton campus.

The MOU between GMU and GPRC supports the two institutions' efforts to work together collaboratively and expands access to degree programs for learners in the Grande Prairie Region. The MOU is designed to support learners in Grande Prairie with program planning and explore opportunities for block transfer from GPRC to GMU into degree programs such as the Bachelor of Arts, Bachelor of Commerce, and the Bachelor of Science.

Unduplicated Graduates of Parchment Programs by Program Band and Credential, 2009-10

Program Band	Certificate/ Certificate Post-Basic	Diploma/ Diploma Post-Basic	Bachelor/ Applied Degree	Certificate Post-Degree	Diploma Post-Degree	Master's Degree	Doctoral Degree	All Credentials
Business	924	2,677	2,971	—	181	475	12	7,197
Education	209	67	2,035	—	22	347	42	2,722
Health Sciences	2,597	1,895	2,900	69	34	793	97	8,341
Languages, Social Sciences, Arts, & Humanities	538	1,367	4,238	—	—	462	85	6,663
Legal & Security	240	445	411	—	—	16	—	1,112
Physical, Natural, & Applied Sciences	268	1,008	3,404	—	—	929	367	5,977
Preparatory & Basic Upgrading	—	—	—	—	—	—	—	—
Recreation	33	102	538	—	—	30	8	710
Trades & Technology	1,641	2,032	31	—	—	—	—	3,703
All Program Bands	6,448	9,582	16,183	70	241	3,042	611	36,029

Notes: Values less than five have been suppressed and are indicated by (—). Table does not include data from the Banff Centre. Some values above may not reconcile to future data queries due to ongoing work with Statistics Canada on CIP codes. Summing the rows will not equal the provincial total, as students may have received more than one parchment.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Private Vocational Training

Alberta's private vocational training system consists of 148 institutions offering over 700 licensed programs to about 11,250 students in 2009–10, 24% over the previous year. This strong increase is likely partly due to people returning to school to retrain or upgrade due to the economic downturn.

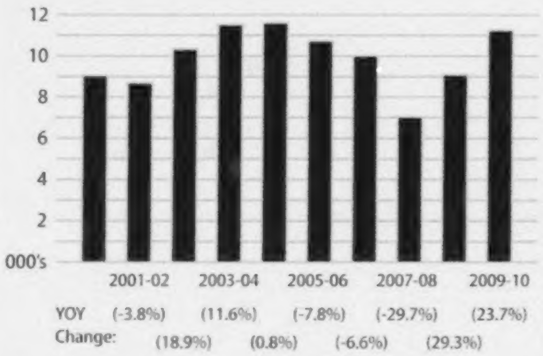
Private vocational training institutions (PVTs) provide focused occupational training in fields with viable employment opportunities. Licensed programs are offered in a wide variety of fields, such as acupuncture, emergency medical services, massage therapy, business administration, esthetics, and multimedia.

AET licenses and monitors vocational training programs offered by private institutions in accordance with the *Private Vocational Training Act and Regulation*. This legislation allows private institutions to participate in Alberta's post-secondary education system and provides consumer protection to students enrolled in licensed programs.

As part of application and licensing, vocational providers are required to demonstrate that industry supports the existence of labour market demand for graduates, as well as the relevance of the curriculum, appropriateness of admission requirements, and suitability of instructor qualifications. If a professional body regulates the field, its requirements must be met before applying for a license. To maintain a license, institutions offering licensed programs must comply with the *Private Vocational Training Act and Regulation*.

In terms of performance outcomes, all private vocational institutions report their graduation rates (the percentage of students who graduated from a program, compared to the number who were expected to graduate during the reporting period) and job-placement rates (the percentage of job-seeking graduates who found related employment during the reporting period) to AET annually. In 2009–10, the overall graduation rate for learners from PVTs was 77% and their job-placement rate was 89%.

Enrolment in Private Vocational Training Institutions (Headcount), 2000-2009



Notes: Data are based on the fiscal year (April - March). YOY = Year Over Year.
Source: Alberta Advanced Education and Technology - Privatel

CAMPUS ALBERTA SUCCESS STORY

Campus Alberta at Work: Learner-Focused Collaboration

Salon management has long been an element of the successful hairstyling program at MC College, a private career college offering esthetics, fashion design and apparel production, hairstyling, and nail technician programs. For many students who choose a career in the salon industry, this means one day owning their own business.

In an effort to keep the program contemporary and practical, MC College reached out to Grant MacEwan University's School of Business with an innovative proposal to offer business training for salon ownership. Curriculum development included academic staff from both institutions, along with industry experts and salon owners. Currently being delivered to MC College students by Grant MacEwan University instructors, the course has been well-received by both students and staff.

In support of Campus Alberta, two institutions have partnered to deliver an optimum learning opportunity to their students, preparing graduates to succeed in their careers and supporting the development of Albertan entrepreneurs.

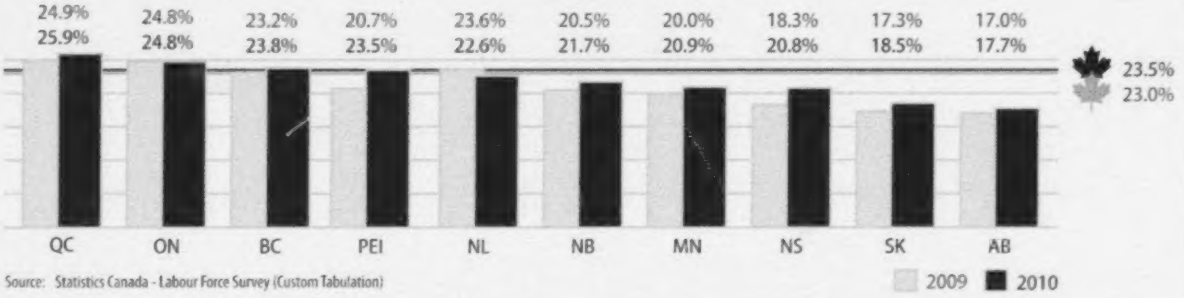
Post-secondary Participation

The post-secondary participation rate of Albertans aged 18–34 was 17.7% in 2010, almost 1% over 2009. This is consistent with previous years; the post-secondary participation rate has hovered within 16%–19% over the past decade. Across the rest of the country, rates range from highs of 25.9% in Quebec and 24.8% in Ontario, to 20.8% and 18.5% in Nova Scotia and Saskatchewan respectively in 2009.[81,82] In all provinces except Newfoundland and Labrador, post-secondary participation either increased or stayed the same from 2009 to 2010. The Canadian average was 23.5%.

While Alberta has a comparatively low post-secondary participation rate, this is influenced by various factors, such as the availability of job opportunities[83], the rate of population growth, and the capacity of the system to accommodate demand. Alberta's strong labour market is a key factor in its comparatively low post-secondary participation rate among its 18-34 year old population. Another key factor influencing

Alberta's post-secondary participation rate is its status as a net-gainer of migrants – both from other countries and interprovincially – increasing our population base at a faster rate than our enrolment is increasing. The majority of interprovincial migrants come to Alberta to work, and are already in possession of the skills and training they need to participate in Alberta's labour market. Since the post-secondary participation rate is calculated by dividing the number of 18-34 year old students attending post-secondary education into the population base, a greater rate of population growth can effectively lower the post-secondary participation rate, even though enrolment levels are increasing.

Post-secondary Participation Rate, 18-34 Years, Canada and Provinces, 2009-10



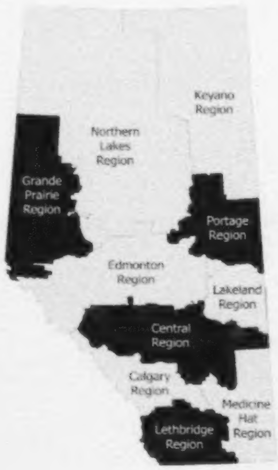
Source: Statistics Canada - Labour Force Survey (Custom Tabulation)

Post-secondary Regional Service Rate, 18-34 Years

Geographic Service Region	2005-06	2006-07	2007-08	2008-09	2009-10
Calgary Region	19.5%	19.0%	18.4%	18.6%	18.9%
Central Region	10.8%	10.9%	10.9%	10.8%	10.9%
Edmonton Region	23.1%	22.8%	22.5%	22.2%	22.4%
Grande Prairie Region	6.3%	5.9%	6.0%	5.8%	10.8%
Keyano Region	9.7%	9.1%	9.1%	8.8%	9.1%
Lakeland Region	34.9%	30.3%	34.5%	34.2%	33.9%
Lethbridge Region	32.5%	31.3%	30.6%	29.8%	31.2%
Medicine Hat Region	14.3%	13.8%	13.4%	12.7%	13.8%
Northern Lakes Region	4.8%	4.8%	5.4%	5.9%	5.7%
Portage Region	9.5%	9.7%	9.2%	10.1%	9.7%

Notes: Students attending at multiple locations are counted at each location.
Athabasca University (AU) is not included in any particular service region. Data do not include the Banff Centre.
Data are restated annually due to updated historical population figures.

Sources: Alberta Finance and Enterprise, Statistics Canada
Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

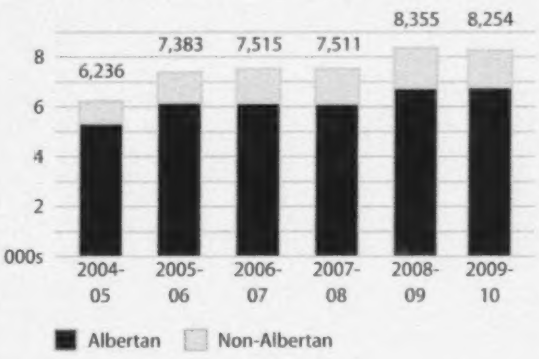

Keyano Region
Northern Lakes Region
Grande Prairie Region
Portage Region
Edmonton Region
Lakeland Region
Central Region
Calgary Region
Medicine Hat Region
Lethbridge Region

The regional service rate compares a service region's 18-34 year old population with the number of 18- to 34-year-olds attending publicly-funded post-secondary institutions within that region. This provides a look at post-secondary participation at the regional level. In 2009–10, the Lakeland Region had the highest regional service rate, at 33.9%. The Northern Lakes Region had the lowest, at 5.7%.

Aboriginal Learners

The number of Aboriginal students enrolled in Alberta's publicly-funded post-secondary institutions has increased from 6,236 in 2004-05 (the first year of data collection) to 8,254 in 2009-10. While enrolments have increased over the period, the number of Aboriginal students as a proportion of total enrolment has remained stable. While Aboriginal Albertans comprise about 6% of the province's population, Aboriginal learners comprise about 3% of the student population.

Aboriginal Post-secondary Enrolments (Headcounts)



Notes: Aboriginal students self-identify via a checkbox on post-secondary application forms. Data may underestimate Aboriginal enrolments.
Data do not include the Banff Centre, as they do not report via LERS.
Data for 2004-05 forward have been restated with new headcount methodology.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Figures relating to Aboriginal Albertans in post-secondary education are sourced from students self-declaring their Aboriginal status at the time of application. Individual students have the option to self-declare their status when applying for a post-secondary program one year and not self-declare their status when applying for another post-secondary program in another year or institution.

Aboriginal status does not automatically travel with an individual between the K-12 and post-secondary systems, or within the post-secondary system. Due to this reliance on self-identification and a lack of available data on students attending Aboriginal Colleges,[84] the number of Aboriginal learners attending post-secondary education is likely understated.

Most Aboriginal learners are enrolled in Languages, Social Sciences, Arts, and Humanities (28.8%), Preparatory and Basic Upgrading (28.0%), or Health Sciences (12.0%). Consistent with the strong enrolment in Preparatory and Basic Upgrading programs, most Aboriginal learners are enrolled in programs where a parchment is not awarded (34.5%). These include programs like open studies, upgrading, employability, and job readiness.

CAMPUS ALBERTA SUCCESS STORY

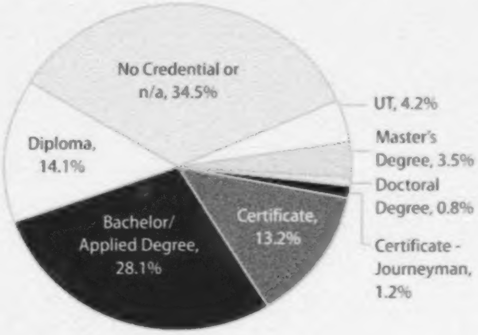
Mastering Collaboration: A Partnership between the University of Calgary & Blue Quills First Nations College

In 2008, Alberta Advanced Education and Technology (AET) committed to fund a Master's Degree program in Social Work that would be delivered to students in northern and central Alberta in a First Nations and Métis context. Two years later, 25 students (21 of Métis or First Nations ancestry) graduated with their Master's of Social Work (MSW) degree on June 17, 2010. The collaborative partnership between the University of Calgary and Blue Quills First Nations College enabled this innovative program, which produced one of the largest Indigenous cohorts to graduate from a Master's level program on record.

Students have been transformed both culturally and academically, with benefits from the program already evident. Many students were engaged in various research projects that will have a direct impact on the provision of human services, while others took on those roles directly and created change within their communities. Students are emerging as community leaders, teachers, and role models and are passionate about returning to their communities to apply both the academic and cultural knowledge they learned.

The success of this program has received recognition from as far away as Australia, where an entire academic journal was devoted to articles published by the students. In addition, a keynote address based on this program and Indigenous social work education was delivered at the 2011 University of the Arctic Conference in Reykjavik, Iceland.

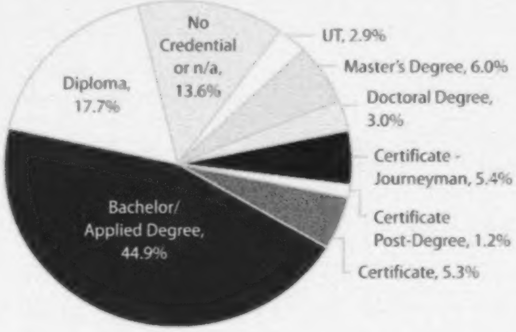
Aboriginal Enrolment by Credential (FLE), 2009-10



Notes: Does not include the Banff Centre.
Certificate and Diploma programs include those at the post-basic level.
Certificate and Diploma-Post Degree programs have <0.5% Aboriginal enrolment. Percentages may not total 100% due to rounding.
UT = University Transfer.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

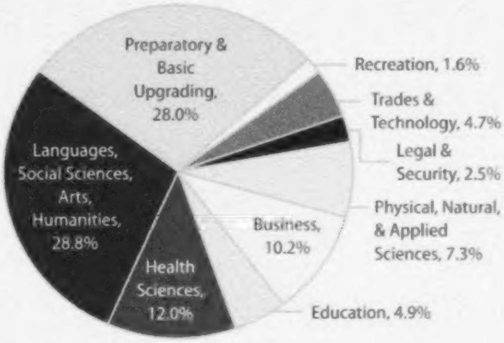
Non-Aboriginal Enrolment by Credential (FLE), 2009-10



Notes: Does not include the Banff Centre.
Certificate and Diploma programs include those at the post-basic level.
Diploma-Post Degree programs have <0.5% enrolment.
Percentages may not total 100% due to rounding.
UT = University Transfer.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

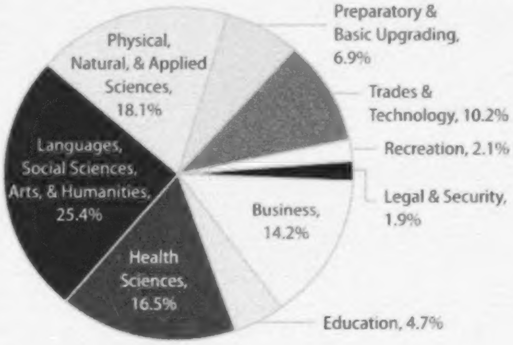
Aboriginal Enrolment by Program Band (FLE), 2009-10



Notes: Does not include the Banff Centre.
Percentages may not total 100% due to rounding.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Non-Aboriginal Enrolment by Program Band (FLE), 2009-10



Notes: Does not include the Banff Centre.
Percentages may not total 100% due to rounding.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Apprenticeship

Alberta's Apprenticeship and Industry Training System: Background

Apprenticeship is a form of post-secondary education where people earn as they learn. Approximately 80% of an apprentice's time is spent on the job under the guidance of a qualified tradesperson; the other 20% involves technical training. Technical training is offered at 11 of Alberta's Polytechnical and Comprehensive Community institutions.

A registered apprentice is a person participating in an apprenticeship program under a contract registered with AET. Apprenticeship typically starts with finding an employer willing to hire and train an apprentice, but many apprentices begin their program with credit for some or all of their technical training.

There are a variety of ways an apprentice can participate in technical training. Technical training is often delivered through 'block release' where the apprentice spends a block of time (typically eight weeks per year) in the classroom. In some trades, technical training is offered in other formats, such as blended learning (combined online and laboratory learning); training delivered one day a week for several months, and on-site classes at the workplace. Some apprentices may obtain study materials, or individual learning modules (ILMs), to learn at their own pace and challenge the industry exam.

Industry establishes training and certification standards and provides direction to the system through an industry committee network and the Alberta Apprenticeship and Industry Training (AIT) Board. The Government of Alberta provides the legislative framework and administrative support for the system, and AET acts as the registrar.

Because the system is industry-led, apprenticeship programs have consistent and standardized technical training course content across institutions. This allows apprentices to take different periods of technical training at different institutions.

While becoming an apprentice requires an employer, learners must also earn credit to complete an apprenticeship program. Credit is granted for completing a number of recognized technology and technician programs, as well as pre-employment programs, provided through Campus Alberta and in other provinces. Training and certification in certain trades can be recognized for credit towards an apprenticeship program in another trade in order to support dual certification.

While Alberta has about 11% of Canada's labour force, its employers hire and train more than 20% of the country's apprentices.[85] As of December 31, 2010, about 63,000 apprentices were registered in Alberta's apprenticeship and industry training system.[86]

In the six years before Alberta's heightened economic activity and high demand for tradespeople, between 9,000 and 13,000 new apprentices were registered by Apprenticeship and Industry Training annually. From 2005 to 2008, new apprenticeship registrations rose from 18,000 to 24,000 annually.[87] In 2010, Alberta employers hired and registered more than 15,000 apprentices.

In the six years prior to the heightened economic activity in Alberta and its high demand for tradespeople, between 9,000 and 13,000 new apprentices were registered by Apprenticeship and Industry Training annually. From 2005 to 2008, new apprenticeship registrations rose from 18,000 to 24,000 annually.[88] In 2010, Alberta employers hired and registered more than 15,000 apprentices.

Technical Training Seats

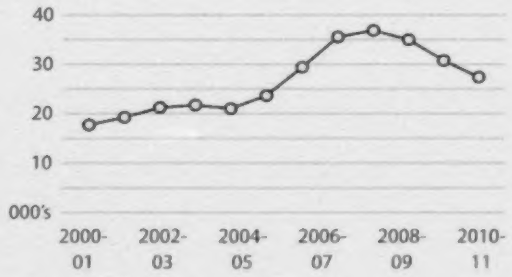
Apprenticeship technical training seats are scheduled at institutions according to:

- ☐ Number of registered apprentices eligible for training in each region, trade, and period.
- ☐ Anticipated number of new apprentices.
- ☐ Employer/apprentice preferences.
- ☐ Availability of training facilities.
- ☐ Current and historical class-fill rates.
- ☐ Number of apprentices scheduled to attend current classes who will progress to the next level.

When demand for technical training is high, funding is focused on apprenticeship seats.

As demand drops, funding is reallocated to investment in entry-level training and system enhancements such as online delivery. This flexibility allows apprenticeship technical training to address direct apprenticeship needs. It is normal for seats to be added during the year as required, as the apprenticeship and industry training system has a continuous intake and graduation system.

Technical Training Seats Offered by School Year



Note: *Additional apprenticeship seats may be added in-year.
Source: Alberta Advanced Education and Technology - Apprenticeship and Industry Training

With fewer new apprentices starting in 2009 and 2010, fewer apprenticeship technical training seats were required.

In 2009-10, almost 80% of apprentices who completed the first year of their program (including on-the-job training and work experience, technical training, and exams) completed their apprenticeship program within two years of the earliest completion date.[89]

Technical Training Seats Offered by Service Region

Geographic Service Region	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12*
Calgary Region	8,695	10,658	11,312	10,635	8,724	7,449
Central Region	3,342	4,188	4,133	3,762	3,218	2,799
Edmonton Region	12,529	14,486	15,080	14,724	13,543	12,320
Grande Prairie Region	1,172	1,476	1,661	1,480	1,235	1,122
Keyano Region	748	874	1,040	1,016	970	836
Lakeland Region	996	1,437	1,283	1,142	995	956
Lethbridge Region	960	1,315	1,269	1,137	949	840
Medicine Hat Region	740	729	679	693	709	668
Northern Lakes Region	72	165	221	214	224	224
Portage Region	146	224	188	184	151	164
Alberta Total	29,400	35,552	36,866	34,987	30,718	27,378

Notes: * Additional apprenticeship seats may be added in-year.
Figures do not include seats in bridging programs.
Figures do not include Delmar College, Marvel College, the Eveline Charles Academy, or other private training providers.
Source: Apprenticeship and Industry Training, Alberta Advanced Education and Technology

Trade Futures

Concerns about an aging population extend to skilled tradespeople. As Alberta's overall population ages, the supply of skilled tradespeople will be under increasing pressure. The median age in the skilled trades is steadily increasing, with many retirements expected over the next decade. Even with steady increases in the number of apprentices completing programs, a shortage of workers in certain trades is anticipated – within and outside the province.[90,91,92]

As the economy recovers, industry will need 'work ready' people and apprenticeship technical training seats for more apprentices.

To meet future demand during strong economic periods, as well as to address the province's aging population, AET changed the journeyperson-to-apprentice ratio in 2011. All trades now have a ratio of one journeyperson supervising two apprentices or greater. This allows more apprentices to be trained by Alberta industry, which in turn will positively impact the future number of skilled tradespeople in the province: for every dollar spent by employers to train an apprentice, they can expect a return of 147% over a four year period for most trades.[93]

Other initiatives are looking into broadening the recognition of trade credentials from countries like the United States, the United Kingdom, and Ireland.

To encourage more people to pursue a career in the trades, the GOA and the Alberta Apprenticeship and Industry Training Board are working with industry and organizations to encourage awareness, participation, and success in the trades, and to support Alberta youth in pursuing skilled trades and technology careers.

CAMPUS ALBERTA SUCCESS STORY

Increasing Access to Technical Training: Pilot Programs Explore On-line Delivery

The Northern and Southern Institutes of Technology (NAIT and SAIT) are Alberta's Polytechnical Institutions. As the main providers of trades and technology programs in the province, both institutions regularly partner with industry to bring needed programs to communities and worksites across Alberta.

With consistently strong demand for trades and technology graduates, it is important to explore opportunities to streamline and increase access to technical training for apprentices. In the 2010/11 academic year, SAIT began a pilot program that reduced the time an apprentice had to spend in on-campus technical training from eight to four weeks. The pilot program offered the final periods of Electrician and Welder technical training online. Time on-campus was reduced from twelve to four weeks for the electrician and eight to four weeks for the welder.

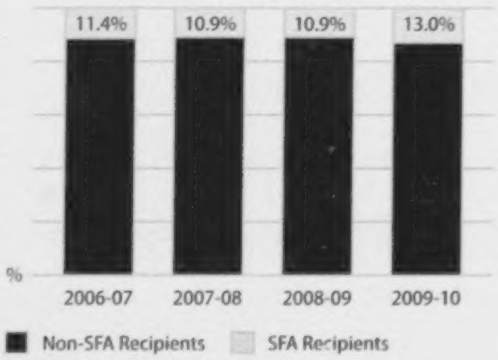
SAIT will pilot similar program delivery for other periods of electrician, welder and plumber. NAIT will undertake a similar project for the machinist trade in the 2011/12 academic year.

Student Financial Assistance

Alberta's Student Financial Assistance (SFA) program issues loans and grants to students demonstrating financial need. For single students classified as 'dependent' (approximately 30% of student loan recipients), parental income and contributions are considered. About 70% of SFA recipients have independent, married, or single-parent status. For these, parental income is not considered and parental contributions are not required.

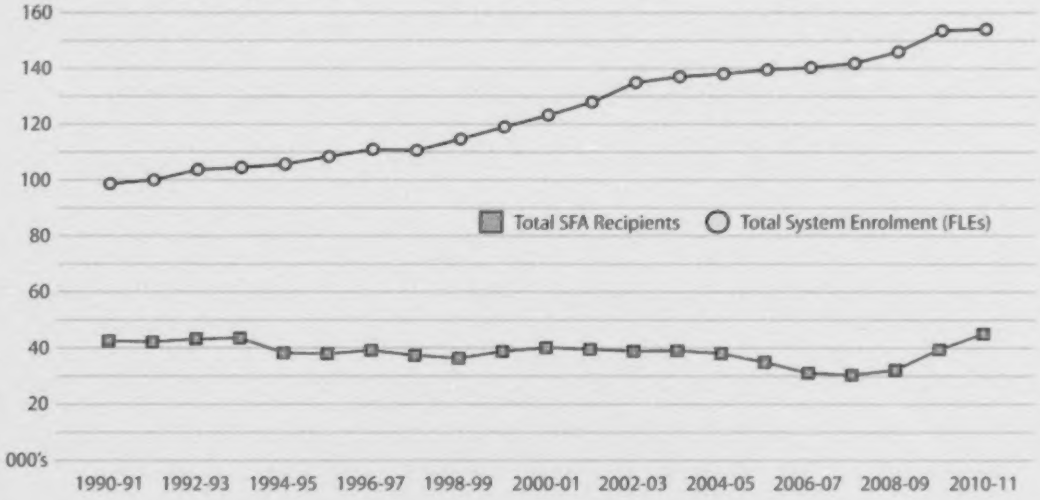
Most student financial assistance recipients are female - 59.5% in 2009–10. Most SFA recipients are single (82.1%), with 11.4% of recipients married and 6.5% single parents in 2009–10.

A total of 22,694 learners received a Low-Income Federal Grant and 10,486 received a Middle-Income Federal Grant in 2009–10.[94]


Proportion of Student Financial Assistance (SFA) Recipients out of Total Headcount Enrolment

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS) and Student Finance

Student Financial Assistance (SFA) Recipients & Enrolment



Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS) and Student Finance

Foundational Learning

The *Roles and Mandates Policy Framework* identifies two system outcomes – vibrant learning communities and strong learning foundations – that require a strong community-based adult learning system that operates in alignment with post-secondary institutions.[95]

Community Adult Learning

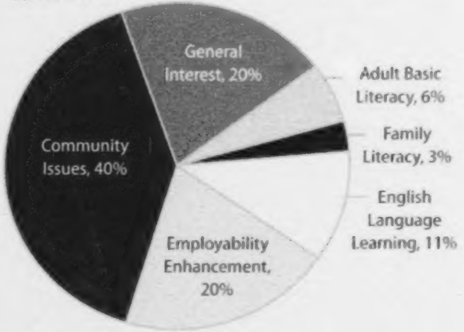
AET's Community Adult Learning Program provides funding and other supports to community-based organizations so that they can offer part-time, non-credit adult learning opportunities in Alberta communities.[96] A total of 80 Community Adult Learning Councils (CALCs) and numerous other organizations[97] operate a variety of programming, including 71 Volunteer Tutor Adult Literacy (VTAL) programs and 52 Family Literacy programs throughout rural and urban Alberta.[98]

CALCs offer foundational and transitional programming, such as Adult Basic Literacy, English or French language learning, and Employability Enhancement (e.g., first aid, General Equivalency Diploma). They also offer programming designed to address local community needs, such as crime prevention, farm succession workshops, and parenting classes. In 2009, 80,420 individuals participated in these courses at a local CALC, with another 19,544 participating in general interest opportunities, such as a community kitchen or social dance.

VTAL programs provide basic instruction to adults wanting part-time, individual, small group, or classroom instruction to improve their literacy, numeracy, or language skills. Of those VTAL learners indicating previous educational experience, the majority had over ten years of formal education. This is particularly true for learners educated outside of Canada, of whom 73% had ten or more years of formal education, compared to 37% for the Canadian-educated.[99]

Increasing access to literacy and English language programming is a strategy in Alberta's immigration policy framework – *Supporting Immigrants and Immigration to Alberta*.[100] CALCs and VTAL programs are the primary providers of English language programs in rural Alberta – over half (60%) of VTAL program learners are immigrant Albertans. These people bring years of formal schooling to the province, and community learning opportunities are an important springboard to their future employment and education.

Community Adult Learning Participation by Program Type, 2009



Note: French Language Learning comprises less than 1% of total participation and is not included in the above chart.

Source: Alberta Advanced Education and Technology - Community Adult Learning Program *2009 Report to Partners*

In 2009, most VTAL program learners were aged 20-35 (48%) or 36-55 (40%). About 3% of VTAL learners were aged 19 or younger. Over 59% of VTAL program learners were female. In 2009, CALCs reported that the key barriers to learning included financial barriers, accessing childcare, distance to travel, and language.[101]

Focusing on economically and socially disadvantaged families, the Parent-Child Literacy Strategy (P-CLS) supports building parenting and literacy through learning, basic skills, and confidence development. Key components of the P-CLS include funding for community-based family literacy programs, training and professional development, awareness raising and information, and provincial coordination and planning.[102] The P-CLS also supports innovation and participatory action research in family literacy by collaborating with government partners and community agencies.

Funded programs are asked to gather and report on participant and partner outcomes. Of P-CLS adult participants in the 2008-09 program year:

- 85% reported enhanced oral language, early literacy and social interaction skills in their children.
- 79% reported an increase in their own basic skills, including literacy.
- 83% reported an increased understanding of and confidence in their role in their children's literacy and language development and improved communication and interaction with their children.

Foundational Learning in the Post-secondary System

Alberta's post-secondary institutions also play a key role in community education and foundational learning. Comprehensive Community Institutions (CCIs) partner with local communities and community adult learning providers through their regional stewardship role in order to increase access to a range of learning opportunities. In addition, many institutions have satellite campuses and learning centres in several communities to provide expanded access in response to regional needs. Institutions also collaborate via partnerships with community literacy and educational organizations in order to increase access for Albertans.

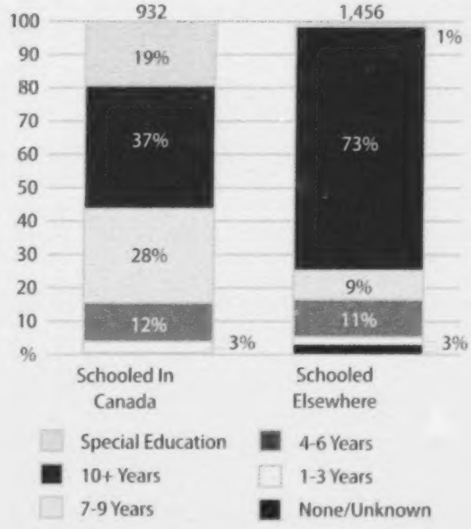
Within the post-secondary system, most learners access foundational programs through CCIs. In 2009-10, about 76.5% of English Language Training (ELT) enrolments (headcount), 61.5% of Academic Upgrading, and all Transitional Vocational, Adult Basic Education, and Employment Skills enrolments were in the CCI sector. A total of 14.5% of academic upgrading enrolments were in the Polytechnical sector, and 24.5% of academic upgrading and 24.1% of ELT enrolments in the BASI sector. A small percentage of academic upgrading enrolments were in the IAI sector, at about 0.6% of total academic upgrading enrolments.

Foundational learning programs have demonstrated strong growth in recent years. This is linked to economic trends, such as the availability and level of competition for jobs – particularly those requiring lower levels of educational attainment – and to Albertans' tendency to delay beginning post-secondary studies.

Over the 2005-06 to 2009-10 period, academic upgrading programs have shown 41.9% headcount enrolment growth (18% FLE growth). ELT programs have also demonstrated strong growth, with 10.2% headcount enrolment growth (43% FLE) over the 2005-06 to 2009-10 period.

Most learners enrolled in foundational programs in 2009-10 were aged 18-34 (74.2%). With the exception of Transitional Vocational programs, which are almost entirely composed of full-time enrolments (headcount), foundational programs are almost evenly divided between part-time and full-time learners.

Educational Background of Learners in VTALs, 2009



Note: Percentages may not total 100 due to rounding.
Source: Alberta Advanced Education and Technology - Community Adult Learning Program.

Students with Disabilities

A key policy direction outlined in *A Learning Alberta*, the *Roles and Mandates Policy Framework*, and previous versions of this document is to increase access for groups traditionally under-represented in post-secondary education, including individuals with disabilities.[103]

Enrolment Pressures

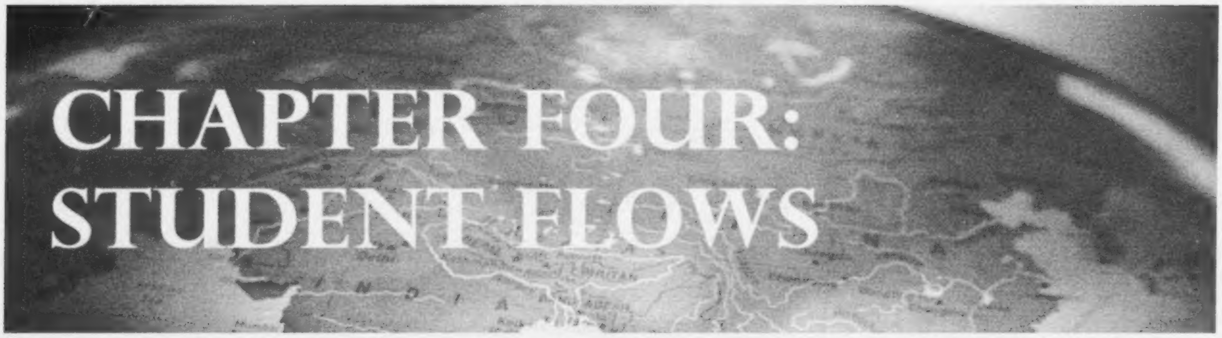
From 2005-06 to 2008-09 (the most recent data available), the number of K-12 students coded with a disability increased by 3.5%. For children in Early Childhood Services programming (i.e., kindergarten, etc.), the figure is 25.6%.[104]

From 2007-08 to 2009-10, the number of students with disabilities seeking services and accommodations at post-secondary institutions increased by 38.6%, from 6,801 to 9,423. Students with disabilities represented about 3.5% of all headcount enrolments in the 2009-10 academic year.

The number of students seeking and receiving funding supports has also increased substantially over the last couple of years. In the 2009-10 academic year, a 1,260 learners received disability funding from Learner Assistance through the Disability Studies Grant (DSG) – up from 862 in 2007-08 (an increase of 46%). Of this 1,260 a total of 820 students also received funding for services and equipment.

Improving Data & Information

In 2008, AET collaborated with Post- Secondary Providers of Services to Students with Disabilities (PSPSSD) to develop improved data collection and reporting processes to better track disability services data. Using 2007-08 as the base academic year, 6,890 students across the province received support services from institutions' Offices for Students with Disabilities (OSD). Almost 41% of all students supported by OSD in 2007-08 had learning disabilities. This may be because learning disabilities are being identified more often in the K-12 system. A total of 1,556 students (28%) served by OSD received supports for multiple disabilities.



CHAPTER FOUR: STUDENT FLOWS

Student mobility is an important consideration when forecasting and planning for anticipated post-secondary demand. Students entering the province to study – particularly international students – comprise large proportions of our in-demand program areas. Understanding the movement of Albertan students between the K-12 and post-secondary systems and within the post-secondary system helps align demand and capacity. Knowing why and how learners move between programs and institutions helps planners and policy-makers increase access to learning opportunities by removing barriers to entry and completion.

Chapter Summary:

- Albertans tend to delay transitioning from high school to post-secondary education. About 37.8% of Alberta high school students transition to post-secondary directly (within four years of entering Grade 10), with 59.3% doing so within six years of entering Grade 10.
- Most Albertans attend post-secondary education near where they graduated from high school.
- The ability to move between institutions and programs continues to be important in ensuring access. In fall 2010, 12,328 students who had previously attended another institution in the province were admitted to post-secondary institutions in Alberta.
- Immigrants to Alberta continue to face challenges in entering the job market and obtaining employment commensurate with their skills.
- The majority of graduates from Alberta's publicly-funded post-secondary institutions stay in the province.
- Alberta attracts the fourth-highest number of international students among the provinces. Competition for international students is increasing, requiring greater strategic alignment with national and provincial goals.
- Alberta is expected to continue to rely on international students for a significant proportion of enrolment in graduate degree programs.

High School Transitions

How and when students transition from high school to post-secondary education provides insight into the supports and programs learners need.

As the time from high school entry increases, so does the proportion of learners who transition to post-secondary education. About 37.8% of Alberta high school students transition to post-secondary directly (within four years of entering Grade 10). In 2009-10, 59.3% of Alberta high school students transitioned to post-secondary within six years of entering Grade 10. This varies regionally, from a high of 63.6% in the Lakeland Region to a low of 44.7% in the Northern Lakes Region.

Improving transition rates between high school and post-secondary education will increase educational attainment levels, and contribute to quality of life improvements at the individual, family, and societal levels. With our population aging, improving the educational outcomes of high school non-transitioners would help ameliorate skill shortages.

High School Student Transitions, Fall 2010 - Summary Table

Geographic Service Region	Number of High School Graduates	ATTENDING In Region	ATTENDING Other Alberta	ATTENDING *Not Attending in Alberta
Calgary	10,227	33.9%	6.6%	59.5%
Central	2,775	17.7%	13.4%	68.9%
Edmonton	12,329	32.9%	6.2%	60.9%
Grande Prairie	887	20.7%	11.5%	67.8%
Keyano	472	19.7%	10.2%	70.1%
Lakeland	503	8.9%	28.2%	62.8%
Lethbridge	1,565	25.6%	7.2%	67.2%
Medicine Hat	895	21.0%	18.5%	60.4%
Northern Lakes	635	1.6%	23.5%	75.0%
Portage	709	6.1%	26.0%	68.0%
Alberta TOTAL	30,997	29.0%	8.7%	62.3%

Notes: *Figures include high school graduates not attending a publicly-funded post-secondary institution in Alberta. May include students attending PSE out-of-province.
Data include only those high school students who transition directly to PSE upon graduation. The number of high school graduates attending PSE may be understated, as these only represent a snapshot of fall enrolments and may not include those graduates entering apprenticeship programs or those with a continuous intake. Percentages may not total 100 due to rounding.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI), Alberta Education

High School Graduate Mobility

The Alberta Student Number (ASN) is the single, unique identifier for all Alberta learners. Every student in Alberta is assigned an ASN in either the K-12 or post-secondary systems. This includes non-Albertan Canadian students and international students who move to Alberta to study; upon entering the system, they are assigned an ASN. Once learners are assigned an ASN, it stays with them for the course of their learning.

Using the ASN, it is possible to track students as they leave Alberta high schools and move on to or transfer between post-secondary education.

In fall 2010, 29.0% of high school students who graduated in June of the same year attended post-secondary education within the region of their high school graduation, with 8.7% moving to another region within the province. Graduates from the Calgary (33.9%) and Edmonton (32.9%) regions were most likely to remain in their home region, while those from the Portage (6.1%) and Northern Lakes (1.6%) regions were least likely.

High School Transition Rate by Service Region

Geographic Service Region	4-Year 2008-09	4-Year 2009-10	6-Year 2008-09	6-Year 2009-10
Calgary	39.3%	40.6%	61.9%	61.2%
Central	33.2%	33.2%	54.1%	55.2%
Edmonton	37.5%	37.5%	60.8%	60.3%
Grande Prairie	32.1%	33.9%	52.5%	51.0%
Keyano	30.1%	29.9%	57.3%	53.5%
Lakeland	43.2%	41.5%	65.2%	63.6%
Lethbridge	37.9%	40.9%	58.8%	59.9%
Medicine Hat	41.7%	38.6%	63.2%	59.3%
Northern Lakes	26.6%	28.9%	47.9%	44.7%
Portage	38.3%	33.4%	57.1%	58.6%
Alberta	37.5%	37.8%	59.8%	59.3%

Notes: Results include all public, separate, charter, francophone, and private schools in Alberta with a high school program. A small number of schools without mapping data were mapped into individual regions based on proximity to mapped schools. Historical results may have been restated using current mapping.

Source: Alberta Education

In-System Mobility

Alberta has one of the most comprehensive transfer systems in Canada. Ensuring that students can easily move into and through post-secondary education is an important part of an accessible system. Students may face particular challenges in moving between institutions, programs, or credentials. In some cases, the challenge involves being able to begin their post-secondary experience at a place that is appropriate for their individual skills and experiences.

Recognizing Prior Learning

Recognition of prior learning (RPL) uses three types of assessment processes to evaluate acquired knowledge, skills, and attitudes. These processes are transfer credit, credential recognition, and prior learning assessment and recognition (PLAR).

Transfer Credit

Transfer is the movement of students among post-secondary institutions based on transferable credit. Transfer credit is awarded for successful completion of structured educational activities at a post-secondary institution.

In fall 2010, 12,328 students who had previously attended another institution in the province were admitted to a post-secondary institution in Alberta. In addition, 6,985 students transferred into an Albertan institution, an increase of 1,153 (19.8%) from the previous year. Polytechnical Institutions (PIs) showed the largest year-to-year increase in the receipt of transfer students, at 18.7% compared to fall 2009. The Baccalaureate and Applied Studies (BASI) sector was the top sending sector in fall 2010.

The Alberta Council on Admissions and Transfer (ACAT) is the provincial body responsible for implementing, monitoring, and conducting research on Alberta's Transfer System. The ACAT Secretariat also maintains the provincial database of transfer agreements that exist between post-secondary institutions, and facilitates working relationships among stakeholders to support a strong, student-centered transfer system. According to the Alberta Graduate Outcomes Survey, Class of 2007-08, the majority of Alberta's post-secondary graduates (91%) were satisfied with the transfer credit they received.

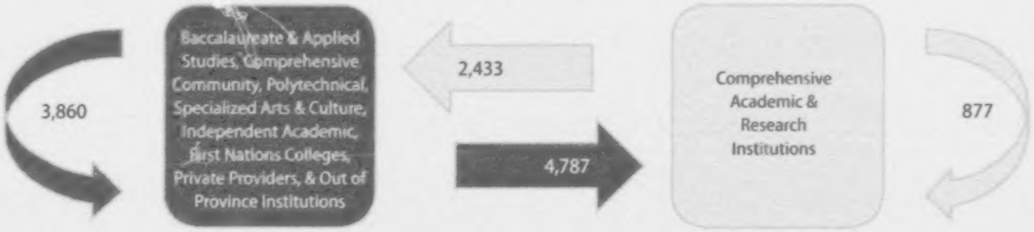
Credential Recognition

Immigrants to Alberta accounted for 19.9% of the province's working-age population in 2010 (the third highest percentage among the provinces).[105] Ensuring that new Albertans can use their skills and experience to their utmost advantage is vital for the economic and social prosperity of the province.

Working towards this goal, Alberta's International Qualifications Assessment Service (IQAS)[106] compares educational qualifications obtained in other countries to those in Alberta in order to help people with employment, professional licensure, or further education.

While IQAS's services are mainly used by immigrant Albertans, they may be used by anyone with foreign educational qualifications, including Albertans who have studied abroad. Foreign credential recognition can be the key to landing employment in one's field of study, obtaining employment com-

Alberta Student Mobility by Sector, 2010


3,860
Baccalaureate & Applied Studies, Comprehensive Community, Polytechnical, Specialized Arts & Culture, Independent Academic, First Nations Colleges, Private Providers, & Out of Province Institutions
2,433
4,787
Comprehensive Academic & Research Institutions
877

Note: Includes both part-time and full-time students.
Source: Alberta Council on Admissions and Transfer (ACAT) - 2010 Transfer Patterns Report

Student Transfer Patterns - Alberta, 2010

	TRANSFERRING FROM								
TRANSFERRING TO	Comprehensive Academic & Research	Baccalaurate & Applied Studies	Comprehensive Community	Polytechnical	Independent Academic	Specialized Arts & Culture	Aboriginal Colleges	Other Private Institutions	TOTAL
Comprehensive Academic & Research	877 (7.3%)	2,216 (18.5%)	1,709 (14.3%)	653 (5.5%)	154 (1.3%)	26 (0.2%)	13 (0.1%)	16 (0.1%)	5,728 (47.9%)
Baccalaurate & Applied Studies	1,159 (9.7%)	86 (0.7%)	544 (4.5%)	462 (3.9%)	134 (1.1%)	11 (0.1%)	—	9 (0.1%)	2,409 (20.1%)
Comprehensive Community	444 (3.7%)	345 (2.9%)	552 (4.6%)	261 (2.2%)	30 (0.3%)	6 (0.1%)	29 (0.2%)	10 (0.1%)	1,677 (14.0%)
Polytechnical	708 (5.9%)	635 (5.3%)	360 (3.0%)	76 (0.6%)	54 (0.5%)	24 (0.2%)	—	26 (0.2%)	1,883 (15.7%)
Independent Academic	97 (0.8%)	60 (0.5%)	17 (0.1%)	17 (0.1%)	9 (0.1%)	—	—	—	203 (1.7%)
Specialized Arts & Culture	22 (0.2%)	33 (0.3%)	23 (0.2%)	14 (0.1%)	—	—	—	—	95 (0.8%)
Aboriginal Colleges	—	—	10 (0.1%)	—	—	—	—	—	16 (0.1%)
Private Institutions	—	—	5 (0.0%)	—	—	—	—	—	10 (0.1%)
TOTAL	3,310 (27.7%)	3,377 (28.2%)	3,220 (26.9%)	1,533 (12.8%)	384 (3.2%)	67 (0.6%)	49 (0.4%)		11,957 (100%)

Notes: Values less than five have been suppressed and indicated by (--).
Percentages represent the proportion of total transfer and may not total due to rounding.
Aboriginal Colleges include Blue Quills First Nations College and Yellowhead Tribal College.
Other private institutions include Rocky Mountain College and Prairie Bible College.

Source: Alberta Advanced Education and Technology - Alberta Council on Admissions and Transfer (ACAT)

mensurate with one's skills and level of education, and entering a post-secondary program without having to take prerequisite courses that duplicate previously acquired knowledge.

Biennially, IQAS measures client satisfaction and resulting educational and labour market outcomes from the credential assessment process. Survey data demonstrate that about 62% of IQAS clients seek an assessment primarily to pursue further education, 46% for employment, and 23% to obtain professional licensure.[107] About 37% of IQAS clients reported applying for further education because a Canadian credential was more useful in finding a job or because their current qualifications were not recognized in Canada (14%).[108]

Survey results demonstrate that IQAS clients who had jobs in their home country that required post-secondary education were less likely to find a job in Canada that also required post-secondary education. Only 42% of foreign university-educated and 45% of foreign college-educated clients found similar employment in Canada. The top challenges cited by IQAS clients in either finding employment or pursuing further education were: not having their work experience in their home country recognized (63%), not having the education received in their home country recognized (62%), financial barriers (57%), and being unable to meet professional licensing requirements (52%).[109]

Increased awareness of the supports available to immigrant Albertans could help them with employment and education and reduce the time in-province before seeking an IQAS assessment.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the process of assessing and recognizing knowledge and skills acquired through non-formal and informal learning in relation to a certain goal, such as receiving credit in a post-secondary program, meeting professional licensure/certification requirements, or obtaining employment. A PLAR assessment may include one or more of the following: challenge exams, oral exams or interviews, performance assessments, product assessments, and portfolio assessments.

PLAR can help increase access to education, eliminate duplication of learning, and increase post-secondary participation. It can support internationally trained graduates with their foreign qualification recognition process and promote partnerships between post-secondary institutions, community organizations, employers, and professional regulatory organizations.

AET's Advancing PLAR in Alberta: An Action Plan is the province's strategy to increase capacity for PLAR in Alberta.[110]

A number of initiatives are underway:[111]

- The first enrolment submissions that include PLAR credits will be made for the 2010-11 academic year. This will provide baseline data from which to report PLAR activity in the province.
- A manual and website are being developed to help institutions build capacity for PLAR.
- Research has been started to address the issue of transcription and portability of PLAR credits in Alberta's advanced education system is underway.

PLAR & Apprenticeship Programs

Prior learning assessments are available for potential and current apprentices wanting their prior learning recognized for advanced standing in an apprenticeship program. Each year from 2006 to 2010, between 6,000 and 7,000 individuals completed a prior learning assessment. Apprentices from other provinces are recognized at the same level they were in their home province.

CAMPUS ALBERTA SUCCESS STORY

Transfer in Alberta:
Modeling Collaboration

In 2009, the Alberta Council on Admissions and Transfer (ACAT) and the British Columbia Council on Admissions and Transfer (BCCAT) adopted reciprocal policies allowing degree granting members of each Transfer System to apply for membership in the other. This policy supports ACAT's learner-centred focus by recognizing that Alberta learners pursue their educational opportunities both within and across jurisdictional borders. In 2010, Athabasca University was accepted into the BC Transfer System, becoming the first institution with membership in both transfer systems. In February 2011, Thompson Rivers University (Open Learning) was accepted into the Alberta Transfer System.

Post-graduation Mobility

According to the Alberta Graduate Outcomes Survey, Class of 2007-08, the majority of Alberta's post-secondary graduates (89.1%) chose to remain in Alberta following graduation.

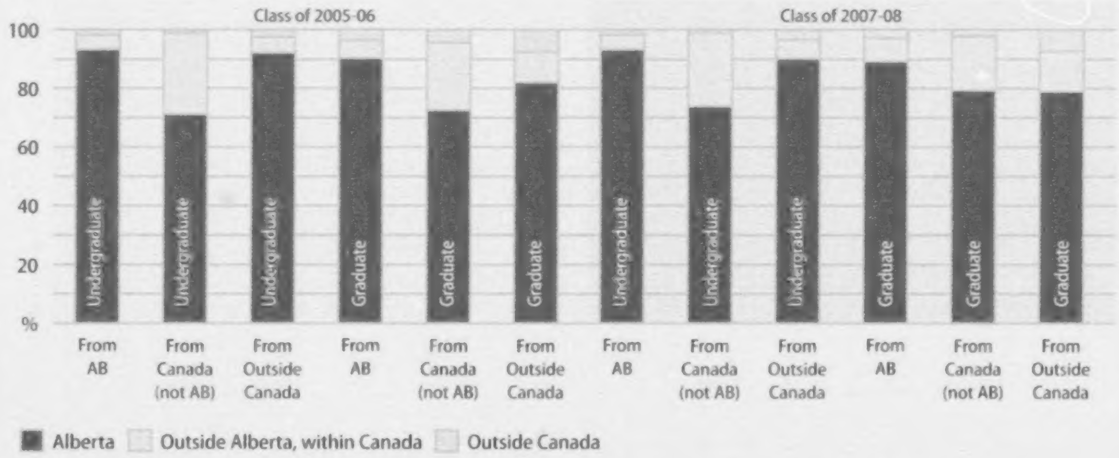
The Alberta Graduate Outcomes Survey[112] asks graduates of Alberta's post-secondary institutions where they were living when they applied to post-secondary and whether they permanently relocated to a different community since graduating. If graduates answered "yes", they were then asked to indicate to where they had relocated. Student locations were then combined to determine student residence after graduation.

Out of 9,734 graduates responding to all three questions outlined above, 9.2% indicated a place of residence elsewhere in Canada, with a small percentage (1.6%) living outside the country. These figures are consistent with those from the Graduate Outcomes Survey, Class of 2005-06, with slightly more graduates from outside Canada (just over 1%) remaining in Alberta two years after graduation.[113]

Alberta's international students also indicate a preference to stay in Alberta after graduation, with about half planning to remain in the province for work and/or further study.[114] Overall, 86.2% of international students remained in the province two years following graduation. Those from the Trades and Technology program band were most likely to remain (96.6%), followed by international graduates from the Business (91.6%), and Health Sciences (89.1%) program band. International graduates from the Legal and Security program band were least likely to remain (66.7%).[115]

In 2009, approximately 1,000 international students transitioned to permanent residency in Alberta.[116]

Location of Residence after Graduation - Coming From



Notes: Undergraduate programs include Certificate, Diploma, Bachelor & Applied Degrees. Graduate programs include Master's Degrees, PhDs, & Post-Degree Certificates & Diplomas.

Source: Alberta Graduate Outcomes Survey, Classes of 2005-06 and 2007-08

International Education

International education can be understood as an approach that prepares students for living, working, and lifelong learning in an increasingly interconnected and diverse environment. While the physical movement of students both into and out of the province is integral to the international education experience, the field itself is much broader, encompassing elements like collaborative programs between institutions across borders, international projects, and the incorporation of a global perspective into classroom learning. International education encourages the movement of people, ideas, and practices in order to broaden learning opportunities; encourages the cross-pollination of research and expertise; prepares learners to function in diverse and changing contexts; and supports the meeting of economic, demographic, and labour market needs.

AET has continued its work in the international education arena with the International Education Framework, released in November 2009.[117] AET is working on strategies to operationalize the Framework's outcomes and strategic priorities.

International (visa) students either possess a visa to study in Canada or have refugee status. International students are not permanent residents of Canada.

The Global Picture

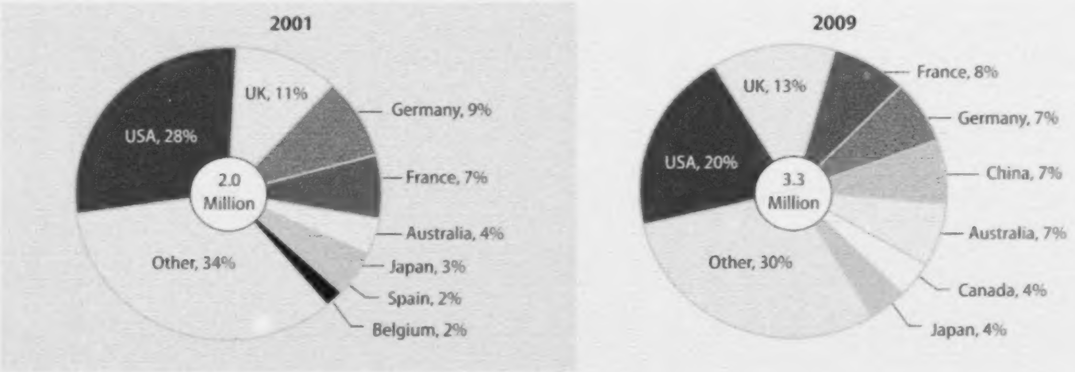
International education's economic impact is a key driver of competition among markets. International education services accounted for 5.5% of all jobs in Canada's educational services sector in 2008, totaling 64,940 jobs. The same year, international students in Canada spent over $6.5 billion on tuition, accommodation, and discretionary spending, created over 83,000 jobs, and generated over $291 million in government revenue.[118]

International students' economic impact is also evident in the labour market. In Alberta, about 40% of surveyed international students reported working while studying: 84% part-time and 63% on-campus.[119] Alberta needs to retain international students to meet its labour market and skill needs.

The economic potential, combined with the fact that the populations of all of the top-choice countries for international students (United Kingdom, United States, Australia, and Canada) are aging and many are facing key skill shortages (often in the same areas), make this young, mobile, and educated group of students highly sought-after.

Most of Alberta's international students come from Asia. China, the Republic of Korea, and India are the top three source countries.[120] These are also the top

International Student Destinations Globally, 2001 and 2009



Notes: Includes students at the post-secondary (tertiary) level.
Percentages may not total 100% due to rounding.
Source: Organization for Economic Cooperation and Development - Education at a Glance (2010)

source countries for international students at the national level.

China has been the single-largest source country for post-secondary international students to Alberta since 2008, when it overtook South Korea.[121] Over recent years, the numbers of South Korean students studying in Alberta and globally have declined. At the university level, the numbers of international students from Iran, India, and Saudi Arabia have demonstrated strong growth, due to demographic pressures within sending countries (e.g., high demand for post-secondary education in Iran) and policies designed to increase cross-country ties and international exposure. For example, the Saudi Arabian government is working to diversify their student placements from the U.S. Increased sponsorship activity by Campus Alberta institutions, strengthened relations between Alberta and sending countries, and increased overseas activity by Campus Alberta institutions are additional factors.

Choosing Alberta

Alberta has the fourth-highest number of international students among the provinces, after Ontario, Quebec, and British Columbia.[122]

Large increases in international student numbers can be masked by overall increases in enrolment. This is the case in provinces like Alberta, which have shown strong overall population growth in recent years. In some provinces, like those in the Maritimes, the share of international students showed relatively large recent increases, but their overall numbers have remained comparatively small.

Entries of Post-secondary International Students to Alberta, 2009 - Top Ten Source Countries

Source Country	Students	% of Total Entries
China	635	12.0%
Korea, Republic of	446	8.4%
India	262	4.9%
United States	191	3.6%
Iran	189	3.6%
Japan	146	2.7%
Saudi Arabia	132	2.5%
Mexico	109	2.1%
United Kingdom	85	1.6%
Germany	64	1.2%
Other Countries	1,365	57.5%
TOTAL	3,654	100%

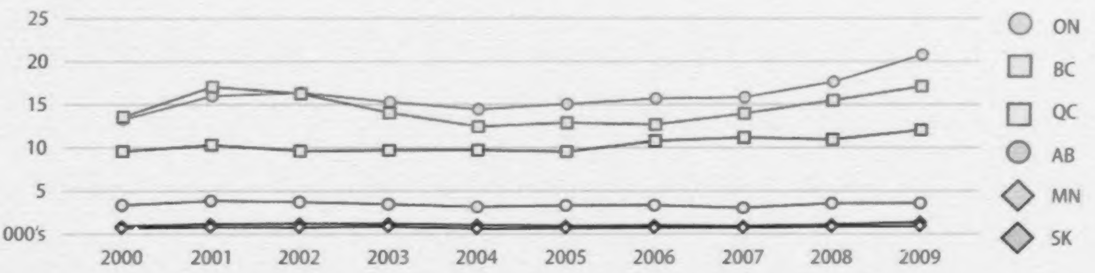
Notes: Entries include first-time and re-entries.
Includes entries in the University, Trade, and Other Post-secondary categories.
Percentages may not total 100% due to rounding.

Source: Citizenship and Immigration Canada (CIC)

Consistent with previous years, in 2009 Ontario (35.8%), British Columbia (31.2%), and Quebec (16.6%) attracted most of Canada's international students. Alberta attracted 6.5% of international students to Canada in 2009, the fourth highest among the provinces. This is a slight decrease from 7.7% in 2008 (based on the total number of student entries).[123]

In order to gain better information on Alberta's attractiveness to international students, the first Alberta Survey of International Students (ASIS)[124] took place in 2009. A total of 753 international students from 16 institutions participated, represent-

Total Entries of International Students - Select Provinces, 2000-2009



Note: Includes international students in the University, Trade, and Other Post-secondary categories.

Source: Citizenship and Immigration Canada (CIC) ing about 7.6% of all Alberta international students (based on 2008-09 data).

Overall, findings were consistent with those from the Canadian Bureau of International Education's pan-Canadian international student survey.[125] Students chose Alberta because of its established educational system, high quality institutions, and economic strength. Institutional websites were the primary way students sourced information about studying abroad, suggesting that awareness about available sources of information on studying in Alberta could be improved.

In terms of their Alberta experience, most international students indicated that they would recommend Alberta to people from their home country as a place to study. The majority agreed that they had made friends with local students, felt comfortable in their classes, and felt welcome on campus. Most students felt that Alberta is a welcoming, safe, and comfortable place to live with many good personal and professional opportunities.

Many students expressed the hope that they would find relevant employment and remain in the province. Half of all students surveyed planned to stay in Alberta after graduation. Of the 478 students planning to look for work after their studies, almost 60% planned to do so within Alberta.

Overall, international students expressed the need to ensure that their study abroad experience is of good value, and provides a unique, rewarding, and quality overall experience. Survey results highlight the importance of collaboration between governments and educational providers to ensure that students can access needed information and supports.

Available data at the international level shows that students within regions have similar educational preferences. For example, about 53% of mobile students from South and West Asia studied engineering, manufacturing, construction, mathematics, or computer science in 2007, compared to those from Latin America and the Caribbean who largely chose business and administration programs (29%).[126]

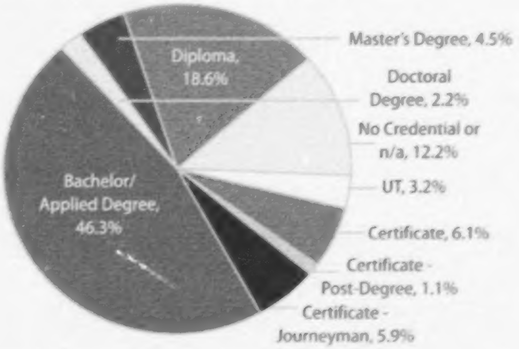
International Student Enrolment

In Alberta, international students make up a significant proportion of the graduate student population – those students enrolled in Master's Degree and Doctoral Degree programs. Graduate students are the province's future professors and researchers. They are integral to fulfilling Alberta's innovation potential. In 2009-10, international student enrolments (FLE) made up 21.1% of all Master's Degree and 33.2% of all Doctoral students attending Alberta post-secondary institutions.

Compared to Alberta's non-international student population, international enrolments are also far more likely to be in programs in the Physical, Natural, and Applied Sciences program band (36.7% for international students compared to 17.3% for non-international students in 2009-10).

Most of Alberta's international enrolments are in Bachelor/Applied Degree programs (34.0%), followed by Master's Degree (17.3%) and Diploma (16.9%) programs.

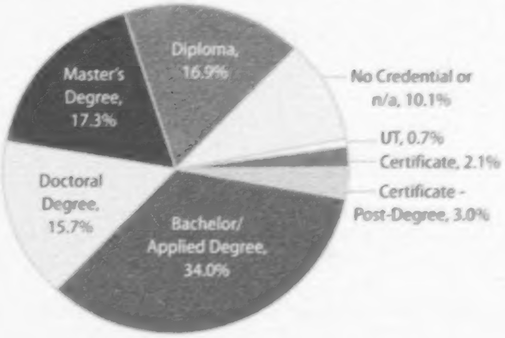
Non-Visa Enrolment by Credential (FLE), 2009-10



Notes: Does not include the Banff Centre or Athabasca University.
Certificate and Diploma programs include those at the post-basic level.
Diploma-Post Degree programs have <0.5% non-visa enrolment.
Percentages may not total 100% due to rounding.
UT = University Transfer.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

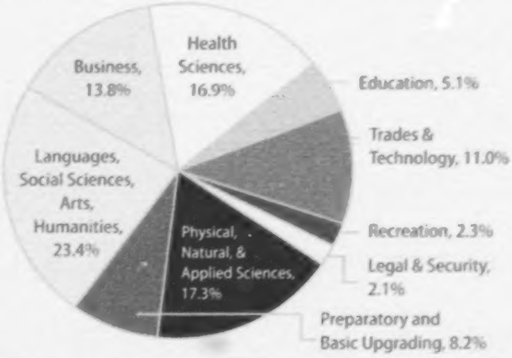
Visa Enrolment by Credential (FLE), 2009-10



Notes: Does not include the Banff Centre or Athabasca University.
Certificate and Diploma programs include those at the post-basic level.
Apprenticeship and Diploma-Post Degree programs have <0.5% visa enrolment. Percentages may not total 100% due to rounding.
UT = University Transfer.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

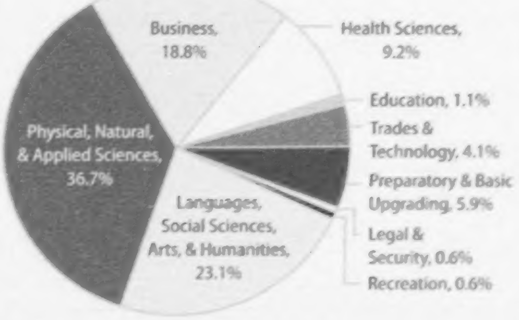
Non-Visa Enrolment by Program Band (FLE), 2009-10



Notes: Does not include the Banff Centre or Athabasca University.
Percentages may not total 100% due to rounding.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

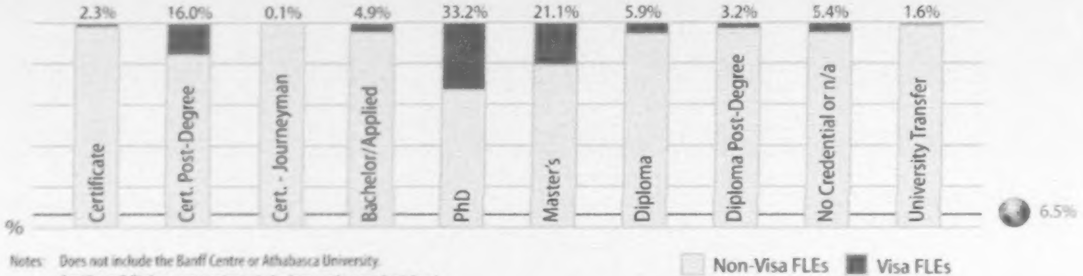
Visa Enrolment by Program Band (FLE), 2009-10



Notes: Does not include the Banff Centre or Athabasca University.
Percentages may not total 100% due to rounding.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Visa Enrolment as a Proportion of Total Enrolment by Credential (FLE), 2009-10



Notes: Does not include the Banff Centre or Athabasca University.
Certificate & Diploma categories include those at the post-basic level.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Albertans Studying Abroad

While global competition for international students is growing, so is the demand for international educational experiences. Globally, demand for international education is estimated to grow from 1.9 million today to 7.2 million students by 2025.[127]

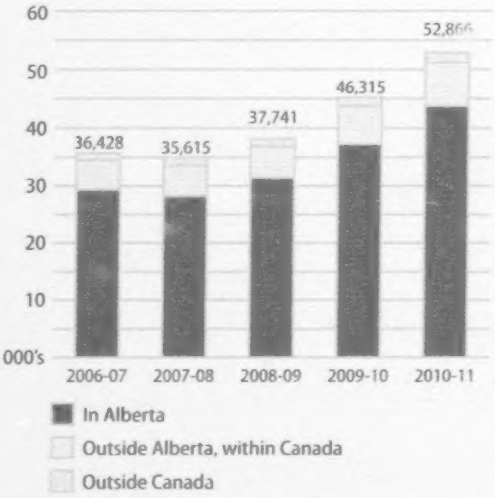
A 2006 survey by the Association of Universities and Colleges of Canada estimates that 2.2% of Canadian students had studied abroad.[128] Looking at countries' outbound mobility ratios – the proportions of their students studying abroad – Canada fares ahead of the United States (0.3%), United Kingdom (1.1%), and Australia (1.0%) but behind others like Norway (5.8%) and Ireland (9.7%).[129]

Globally, most mobile students travel to pursue degree programs. According to the UNESCO Institute for Statistics, 43,918 Canadian students studied abroad in 2007. About 2 out of every 3 Canadian students studying abroad does so in the USA.[130]

While there is currently no direct mechanism to track Albertans who choose to study outside the province, some indication of the number of Albertans leaving the province to study can be obtained from student financial assistance (SFA) data. Students must indicate the institution they will attend on their SFA application form. From these application forms, AET is able to track SFA recipients. The proportions of learners studying either in Alberta, outside the province, or abroad are used as a proxy for the proportion of Albertans who leave the province to study.

In 2010-11, about 82.5% of Alberta SFA recipients remained in the province to study, and about 14% (7,492 students) studied elsewhere in Canada. A total of 1,740 learners received SFA to study abroad, comprising about 3% of learners receiving SFA. About 80% of these learners pursued graduate or professional studies. This is consistent with the previous year.

Study Location of Albertans Receiving Student Financial Assistance



Notes: Includes only those students receiving Alberta Student Financial Assistance in the reporting year.

Source: Alberta Advanced Education and Technology - Student Finance

An attempt to better understand the study abroad patterns of Albertan students was furthered in 2010 with the inclusion of a study abroad section in the Alberta Graduate Outcomes Survey, Class of 2007-08.[131] According to survey results, about 6% of graduates enrolled in a study abroad program during their academic careers. Graduates who completed a Bachelor or Applied Degree and who studied in the Languages, Social Sciences, Arts, and Humanities program band were most likely to have studied abroad. The most popular study abroad destinations were Germany, Mexico, and the United States (all at 9%), followed by France (8%), China (6%), and the United Kingdom and Italy (both at 5%).

These study abroad choices are generally consistent with findings at the Canadian level.[132] When students were surveyed about the countries in which they would choose to study, nearly 50% chose English-speaking countries, with the United Kingdom and Australia being the most popular. The proportion of students choosing non-Western countries – the major source counties for international students to Canada – was negligible. For example, only 2% of surveyed students cited China and 1% India as desired destinations.

Data Gaps

The international education arena needs a consistent approach to international student data at the global level in order to support more reliable comparative analysis and sound planning. In Alberta, there are several areas where improved data and information would contribute to understanding and developing international education. These include:

☐ The ability to collect and track data on Albertans choosing to study outside the province
☐ A greater understanding of student choice factors and mobility patterns to support targeted recruitment and retention efforts
☐ The ability to track international students beyond the immediate years after graduation in order to assess retention rates
☐ The development of metrics and information for examining areas of international education beyond student recruitment and retention

CHAPTER FIVE: DEMAND & CAPACITY

To maintain affordability and accessibility, demand for post-secondary opportunities must be aligned with the system's capacity to deliver them. Flexibility is required in order to meet the changing needs of today and the fluctuating demand that occurs unequally across institutions, regions, and programs. An understanding of application and enrolment trends, combined with a realistic picture of what the system can accomplish within given resource constraints, will enhance Campus Alberta's responsiveness to the needs of learners, the labour market, and society.

Chapter Summary:

- ☐ The number of applicants to Alberta's publicly-funded post-secondary institutions in 2009–10 increased 4.1% over the previous year. Application trends are impacted by institutional activities, student behaviour, and the strength of the economy.
- ☐ While the number of Albertan turn-aways increased in fall 2009, another 3,500 students received offers of admission compared to the previous year.
- ☐ Programs with the greatest student demand continue to be those with the highest labour market demand, namely those in health sciences and trades and technology program bands.
- ☐ Alberta's advanced education system can expect peak enrolment growth of about 14,445 Full-Load Equivalent (FLE) students over 2009–19. Varying levels of enrolment growth are expected across programs, institutions, and regions.
- ☐ Significant upfront investments have been made in recent years to increase Campus Alberta's capacity to meet higher learner and economic demand.
- ☐ As demand fluctuates with the province's economic context, maintaining the right degree of flexibility in the system must be a priority.

Applying to Post-secondary Education

In Alberta, data on the numbers of applicants and applications to post-secondary programs at publicly-funded institutions is collected through the Application Submission Initiative (ASI) database. Using postal codes on post-secondary application forms, AET can track where students apply from and where they attend post-secondary education. This provides both an indication of demand and a snapshot of student mobility. While some students may move to the region of anticipated post-secondary attendance and then apply for post-secondary education, postal code data provides a good indication of student flows among regions, particularly when combined with other data, such as those based on the ASN. Data on applicants and applications is a snapshot in time, based on applicants to the fall session of an academic year.

In 2009-10, 151,358 people applied to Alberta's publicly-funded post-secondary institutions. This represents a 4.1% increase over the previous year.

Data demonstrate that the most Albertans applying to a publicly-funded post-secondary institution in Alberta apply to the region they are from (based on their postal code at the time of application). This is the case for every service region except the Lakeland Region, where 50.3% of applicants apply to institutions in the Edmonton Region.

The Edmonton Region attracted the most non-Albertan Canadian applicants (46.4%) in fall 2010, followed by the Calgary (41.5%) and Lethbridge (7.0%) Regions. While this may, in part, be due to some institutions in the Calgary Region reporting Alberta postal codes as 'unknown Canadian' postal codes, these figures are consistent with learners being more likely to change provinces to attend university over other types of post-secondary learning and with the general trend towards urbanization. Internationally, applicants are even more attracted to the major urban centres and to institutions in the Comprehensive Academic and Research sector, with 47.1% of applicants applying from outside Canada applying to the Edmonton Region and 40.7% to the Calgary Region.

In Alberta, recessions have typically resulted in increased numbers of students returning to school, and many institutions reported increases in application numbers for fall 2010. In particular, shorter-term (i.e., certificate, diploma, Master's Degree) or employment-focused programs usually see the greatest increases. This may help explain the significant increase in demand for languages, arts, social sciences, and humanities programs in fall 2010.

The number of qualified applicants (those meeting the minimum academic standards) has increased steadily over the last three years. In 2010, the overall number of qualified applicants increased by 5.3% from 116,650 to 122,879. Alberta-only applicants increased 4.7% from 87,025 to 91,087. A total of 86% of all applicants from Alberta were considered "qualified" for at least one application.

Of those qualified for at least one application, approximately 92% were offered admission to at least one program, which is consistent with previous years. The number of qualified applicants offered admission has increased steadily over the past few years, with 2010 seeing around 3,500 more qualified applicants receiving offers (113,100 in fall 2010 vs. 109,506 in fall 2009).

The 2008 Alberta Survey of Qualified Applicants surveyed Albertans who were qualified and offered admission at one of Alberta's publicly-funded post-secondary institutions, but chose not to attend.[133] The main reason cited was to take advantage of labour market opportunities (22.3%). Other top reasons included financial barriers (18.6%), a change of mind (17.1%), and personal/health issues (6.5%). A total of 11% of survey respondents decided to attend a post-secondary institution outside Alberta.

Application trends are impacted by institutional activities and by student behaviour. In fall 2010, approximately 70% of students applied to only one program and one institution. These students did not identify an alternative Alberta-based program for the academic year if they were not chosen for their first-choice program. This poses a challenge for policy-makers and system planning, as some institutions and regions face increasing demands and capacity constraints while others with similar programming face declining demand. It may also point to the need to encourage learners to broaden their range of educational possibilities and have a back-up plan in case they are unable to attend their first choice program.

Detailed tables on application trends are provided in Appendixes B1-B4.

Learner Demand

Understanding access pressures at the system, regional, and program levels helps better target resources and align demand for learning opportunities with the capacity of the post-secondary system. While looking at learner demand in excess of capacity is an important aspect of post-secondary demand, it must be viewed alongside information on applicants and applications, as well as labour market demand for graduates, in order to properly inform and align planning and priority setting.

Turn-away data is a snapshot in time, based on applicants for the fall session of an academic year. The turn-away measure helps assess which programs, institutions, and regions have the greatest demand. The aim is to better align demand and capacity within Campus Alberta.

Turn-away figures may be somewhat overstated, as they include qualified Albertans who were not offered admission at a publicly-funded post-secondary institution in the province, but may have attended either a private institution in Alberta or a post-secondary institution outside the province. Currently, AET is unable to track all students that attend post-secondary education outside Alberta.

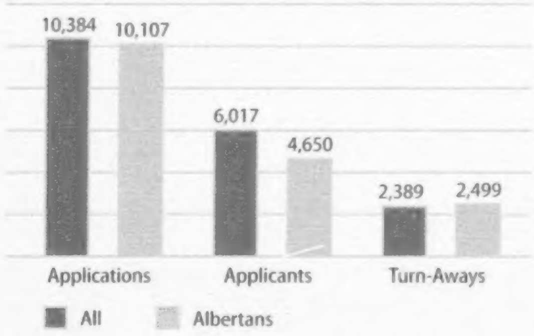
System-Level Pressures

A system turn-away is an applicant that:

☐ Met the minimum qualification requirements in at least one application,
☐ Was not offered admission to any program to which they applied, and
☐ Did not attend a publicly-funded post-secondary institution anywhere in Alberta that academic year.

Being qualified is based solely on meeting the minimum academic requirements as outlined in institutions' course calendars, and does not consider such things as portfolio assessments or competitive Grade Point Average (GPA) requirements. Individual institutions set criteria for what constitutes a qualified applicant for their programs. For exam-

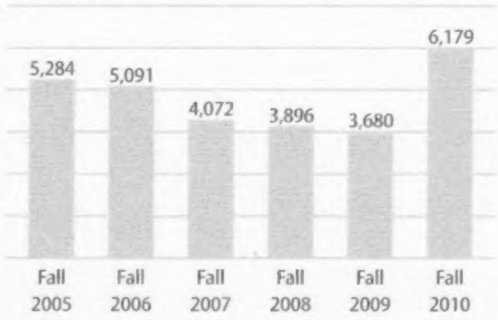
Demand & Capacity, Annual Change: Fall 2009 to Fall 2010



Notes: Figures represent the change in value from fall 2009 to fall 2010.
In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.
Applicants were assigned Albertan status based on their postal code at their time of application.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

Albertan System Turn-Aways



Notes: In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.
In 2008, Athabasca University began reporting only applicants who were not students in the previous year or those that applied for program transfer.
Applicants were assigned Albertan status based on their postal code at their time of application.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

ple, a student who was qualified but did not gain acceptance at one institution, but was subsequently offered admission to or attended another institution, would not be considered a system turn-away because Alberta's publicly-funded advanced education system was able to accommodate him.

From fall 2005 to fall 2009, the number of system turn-aways decreased by over one-quarter (28.7%). For the first time since turn-away data collection began, in fall 2010 there was an increase in the number of system turn-aways. The number of system turn-aways in fall 2010 was 6,179 – a significant increase from fall 2009.

While the number of turn-aways increased over the fall 2009 to fall 2011 period, so did the number of applicants. The economic downturn, the increasing need for post-secondary education as a pre-requisite to labour market success, and high labour market demand for particular programs, all influenced the number of turn-aways.

Although the number of Albertan turn-aways has increased over the past year, an additional 3,500 students received offers of admission in 2010 over the previous year.

Regional Pressures

A regional turn-away is an applicant that:

- ☐ Met the minimum qualification requirements in at least one application to a program in that region,
- ☐ Was not offered admission to any program to which they applied in that region, and
- ☐ Did not attend a publicly-funded post-secondary institution anywhere in that region in that academic year.

For example, a student applies to a program at an institution in the Lakeland Region and to a program at an institution in the Portage Region. The student is qualified for both programs, but was only offered admission to the program in the Lakeland Region. The student is counted as a turn-away from the Portage Region, but not at the system level because Alberta's publicly-funded post-secondary system was able to accommodate her.

There continues to be high demand at institutions in the Calgary and Edmonton regions. Of all service regions, the Calgary Region has consistently had the greatest number of Albertan turn-aways, at 3,197 in fall 2010. The Edmonton Region had the second highest number of Albertan turn-aways, at 3,090. The high demand in the Edmonton and Cal-

Albertan Turn-Aways by Service Region (Applying to)

Geographic Service Region	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Calgary Region	4,518	4,350	2,816	2,100	2,021	3,197
Central Region	278	199	152	144	84	95
Edmonton Region	777	771	1,239	1,746	1,568	3,090
Grande Prairie Region	–	–	–	–	29	12
Keyano Region	–	–	–	18	56	–
Lakeland Region	–	6	21	–	–	16
Lethbridge Region	86	32	28	19	43	58
Medicine Hat Region	8	–	7	–	14	24
Northern Lakes Region	–	61	26	11	16	38
Portage Region	15	15	36	10	–	38
Athabasca University	–	–	–	–	–	–
Alberta	5,284	5,091	4,072	3,896	3,680	6,179

Keyano Region
Northern Lakes Region
Grande Prairie Region
Portage Region
Edmonton Region
Lakeland Region
Central Region
Calgary Region
Medicine Hat Region
Lethbridge Region

Notes: Values less than five have been suppressed and are indicated by (--). Does not include the Banff Centre.
Summing the rows will not equal the provincial total, as students may have been turned away from one region and offered admission in another.
In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.
Applicants were assigned Albertan status based on their postal code at the time of application.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

gary regions is, in part, due to the fact that they are major urban centres; however, they are also home to Alberta's two Polytechnical institutions. Trades and technology programs have demonstrated high learner and labour market demand over recent years.

Current facilities expansion under construction in the Calgary Region will help address many of these demand pressures.

Program-Level Pressures

A snapshot of turn-away data is also available at the program, or field of study, level. While these qualified individuals are considered to be turn-aways at these individual program levels, many may still be attending in other programs within Alberta's advanced education system.

As in the previous five years, the Health Sciences had the highest number of Albertan turn-aways in fall 2010 (2,347). This was followed by Trades and Technology (1,489) and Languages, Social Sciences, Arts, and Humanities (1,177). Health and Trades fields have demonstrated strong labour market demand over the recent period, increasing student demand for these programs. Approximately half of Albertan turn-aways applied to programs in the Polytechnical sector.

The number of turn-aways from the health program band may be partly due to quotas that limit student spaces in light of high demand. These quotas are in place for a number of reasons, including labour market demand for graduates and the availability of clinical placements in the community (e.g. sonography, respiratory therapy). Investments through the Health Workforce Action Plan are helping support increased access to health programs, particularly for doctors, Registered Nurses (RNs), and Practical Nurses (PNs).

By 2011-12, approximately 295 more doctors, a total of 2,000 new RNs, and almost 1,000 new PNs per year will graduate from publicly-funded post-secondary institutions in Alberta. Additional funding of $85 million invested in 2010-11 ensures that graduate targets are increasing or maintained until 2014-15. This funding supports enrolled students and enhances access to high-demand programs for prospective students.

Newly opened facilities and an increasing need for education as a precursor to labour market success resulted in a 51% decrease in turn-aways from preparatory and basic upgrading programs between fall 2009 and fall 2010.

Albertan Turn-Aways by Program Band (Applying to)

	Fall					
Program Band	2005	2006	2007	2008	2009	2010
Business	809	680	559	534	367	503
Education	230	254	173	69	94	143
Health Sciences	1,542	1,443	1,315	1,162	1,147	2,347
Languages, Social Sciences, Arts, & Humanities	1,528	1,195	579	500	402	1,177
Legal & Security	356	369	276	195	195	393
Physical, Natural, & Applied Sciences	830	826	523	492	412	616
Preparatory & Basic Upgrading*	26	88	362	492	806	396
Recreation	91	89	43	53	66	152
Trades & Technology	889	978	903	988	726	1,489
All Program Bands	5,284	5,091	4,072	3,896	3,680	6,179

Notes: In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.

* A significant jump in program band turn-aways in the Preparatory and Basic Upgrading category may be largely attributed to a loss of classroom space due to ongoing construction at Bow Valley College, from 2007-2009.

Applicants were categorized as Albertan based on their place of residence (postal code) at their time of application. Table does not include data from the Banff Centre.

In 2008, Athabasca University began reporting only those applicants who were not students in the previous year or those who applied for program transfer.

Some values above may not reconcile to future data queries or previously stated values due to work with Statistics Canada on CIP codes.

Summing the rows will not equal the provincial total, as students may have been turned away from one program band and offered admission in another.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

Top Ten Fields of Study for Turn-Aways, Fall 2010

	Albertan Turn-Aways	All Turn-Aways	
Nursing	500	736	Allied Health Diagnostic, Intervention, & Treatment Professions
Allied Health Diagnostic, Intervention, & Treatment Professions	488	584	Nursing
Culinary Arts & Related Services	402	530	Law (First Professional Degree)
Allied Health & Medical Assisting Services	389	499	Medicine (M.D.)
Liberal Arts & Sciences, General Studies & Humanities	306	462	Culinary Arts & Related Services
Vehicle Maintenance & Repair Technologies	300	426	Allied Health & Medical Assisting Services
High School/Secondary Diploma Programs*	292	338	Liberal Arts & Sciences, General Studies & Humanities
Business Administration, Management & Operations	292	338	Vehicle Maintenance & Repair Technologies
Medicine (M.D.)	283	333	Business Administration, Management & Operations
Radio, Television, & Digital Communications	270	309	High School/Secondary Diploma Programs

Notes: Fields of study are listed by four-digit CIP code. Table does not include data from the Banff Centre.
Applicants were categorized as Albertan based on their postal code at their time of application.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

While turn-away figures at a program level may indicate demand and capacity at that level, they are not necessarily good indicators of overall system access. Institutions have continued to increase accessibility, offering qualified applicants admission at a constant rate even though the numbers of applicants and applications have increased. The continuing challenge is to balance the demands for programs and courses with the capacity of those centres to meet the needs of learners, all while encouraging learners to explore the range and breadth of learning opportunities across the system.

Detailed tables on application trends are provided in Appendixes B5-B6.

Enrolment Projections

In alignment with Alberta Education, Alberta Finance and Enterprise, and Alberta Health and Wellness, AET created the AET Enrolment Forecasting Model – also known as In-jector.[134] In-jector serves as a springboard for thoughtful, strategic conversations about future enrolment trends at post-secondary institutions based on data and sound forecasting methodology. It gives planners a platform for considering future student populations and their potential impact on budgets, staffing, programs, and facilities. In-jector can also be used to create scenarios based on assumptions about the underlying drivers of enrolment in institutions and programs.

In-jector uses historical data patterns to determine input variables for calculating future enrolment. When all of these variables are entered, the model can create projection scenarios. Three sets of variables are used:

- ☐ Uptake levels: Used to determine the number of new enrolments at an institution each year, uptake levels are based on the number of entrants to an institution from the K-12 system over 10 years (assuming that all the institution's enrolments came from the underlying service area – for CARIs, this is Alberta; for all other institutions, it is their service region).
- ☐ Retention levels: The percentage of the previous academic years' FLEs that remain in the current academic year.
- ☐ Program proportions: The percentage of institutions' gender-based enrolments in each program band.

In-jector uses cohorts of high school 17-year olds aged according to the year being forecasted to predict new enrolments (FLE). It uses the previous year's enrolments and applies age specific retention rates to predict retained FLEs. Total FLEs are then broken into program bands using institution-specific proportions.

The size of each single-year 17-year-old cohort is an output of Alberta Education's Student Population Projection and Teacher Forecasting Model. Alberta Education's model predicts student counts using detailed population data from Alberta Health and Wellness, as well as several other sources.[135] Historic enrolment data (including new enrolments, retention, and program proportions) is derived from information that publicly-funded post-secondary institutions submit to AET's Learner and Enrolment Reporting System (LERS).

While formula-driven, the model can take into account data anomalies, such as sudden drops or increases in enrolment. The table below outlines enrolment projections by service region, based on roll-ups of institution-level figures. Enrolment growth is expected to vary among institutions and, in most cases, is not expected to follow a linear growth path. Rather, institutions may reach a peak enrolment and then decline. The projected peak enrolment growth is the sum of all enrolment increases over the forecast period.

Projected Enrolment Growth (FLE) by Service Region, Ten-Year Forecast

Geographic Service Region	Projected Peak Enrolment 2009-19	% of Total
Calgary Region	6,320	43.8%
Central Region	365	2.5%
Edmonton Region	4,780	33.1%
Grande Prairie Region*	785	5.4%
Keyano Region	115	0.8%
Lakeland Region	45	0.3%
Lethbridge Region	770	5.3%
Medicine Hat Region	115	0.8%
Northern Lakes Region	155	1.1%
Portage Region	45	0.3%
Athabasca University	950	6.6%
TOTAL	14,445	100%

Note: *Much of this growth is attributable to the recent assumption of programs from Fairview College, which created a sharp one-time enrolment increase.
All figures are in FLEs. Does not include the Banff Centre.
Peak enrolment is the maximum expected enrolment growth over the period.
The peak figure does not take into account enrolment decreases; annual enrolment increases are summed to derive a peak increase.

Source: Advanced Education and Technology - Enrolment Forecasting Model

Most institutions will see enrolment increases in some years and decreases in others, reaching peak enrolment before the end of the projection period in 2018-19. The projected enrolment range represents the lowest and highest levels of enrolment within the region over the projection period, and does not necessarily equate to 2008-09 and 2018-19 enrolment levels.

Over the 2008-09 to 2018-19 projection period, enrolment growth is expected to vary across the system to a total peak enrolment increase of 14,445 FLEs. The highest peak growth is anticipated in the Calgary Region, followed by the Edmonton Region.

System Capacity

Assessing institutions' capacity to accommodate learners is critical to identifying space pressures resulting from projected enrolment growth in the post-secondary system. It also supports the effective use of existing resources by helping align demand and capacity.

Assessing projected system capacity has two elements: (1) determining existing institutional capacity and (2) calculating the capacity that will result from approved or underway capital projects that are not yet completed.

Estimates of institutional capacity are based on enrolment data, which indicate the level of enrolment an institution has historically been able to accommodate, including collaborative and Learner-Funded Designated Only (LFDO) programs.[136]

Estimating how much capacity will be provided by approved or underway capital projects is done using information from institutions' capital project descriptions. Institutions submit business cases and project descriptions through Alberta Infrastructure's Building and Land Information Management System (BLIMS). The estimated increase in capacity is updated by the institution as its project develops. The estimated capacity increase resulting from institutions' approved capital project(s) is one of the factors in assessing the need for the project, prioritizing it in the capital planning process, and gaining approval through the provincial capital plan.

Over the 10-year forecast period, Campus Alberta is well-positioned to meet anticipated demand for post-secondary education at the system level. As the table below demonstrates, over the 2008-09 to 2018-19 forecast period, a capacity surplus of about 7,036 FLEs is anticipated at the system level. Capacity levels vary across regions and institutions, however, with some institutions in the high-demand regions of Edmonton and Calgary posting a shortage of capacity to meet projected demand.

Recently completed expansions and the approved capital projects underway will help accommodate enrolment increases in response to both learner and labour market demand. Over the past five years, more than 14,000 new student spaces have been created in publicly-funded post-secondary institutions. Capacity expansions also address facilities that have been over-utilized recently due to high demand in specific program areas, such as technical trades training and nursing.

New capital projects, however, are not the only way to increase access. Post-secondary institutions can respond to increased student demand and higher levels of enrolment by maximizing the use of existing buildings and looking for collaborative opportunities within the system. Strategies may include implementing a trimester program delivery model, increasing the number of scheduled teaching and learning hours per week, maximizing classroom seats, and/or accommodating faculty and staff in shared space or open concept work areas. As part of their stewardship role, CCIs can explore opportunities to partner with community adult learning organizations in order to maximize available capacity within their regions.

Capacity and Forecasted Enrolment by Institution & Service Region

Institution	2011-12 Existing Capacity	Approved Expansion/ Under Construction	2019-20 Projected Capacity	Projected Enrolment Range 2008-09 to 2018-19*		Surplus/ (Shortage) to meet High
				Low	High	
Alberta College of Art & Design	960	—	960	985	1,059	(99)
Ambrose University College	1,000	—	1,000	303	455	545
Banff Centre**	550	—	550	n/a	550	0
Bow Valley College	4,500	3,500	8,000	3,825	4,920	3,080
Mount Royal University	10,165	275	10,440	8,956	10,552	(112)
Southern Alberta Institute of Technology	11,000	3,600	14,600	11,818	12,950	1,650
St. Mary's University College	500	—	500	337	439	61
University of Calgary	25,160	175	25,335	24,384	26,535	(1,200)
TOTAL Calgary Region	53,835	7,550	61,385	50,609	57,460	3,925
Canadian University College	500	—	500	285	339	161
Olds College	1,545	—	1,545	1,271	1,389	156
Red Deer College	4,500	—	4,500	3,730	3,918	582
TOTAL Central Region	6,545	—	6,545	5,286	5,646	899
Concordia University College	1,800	—	1,800	1,298	1,341	459
Grant MacEwan University	12,100	—	12,100	10,221	11,127	973
King's University College	880	—	880	504	571	309
Northern Alberta Institute of Technology	12,275	—	12,275	13,583	14,380	(2,105)
NorQuest College	4,400	—	4,400	5,084	5,806	(1,406)
University of Alberta	36,755	175	36,930	32,844	34,966	1,964
TOTAL Edmonton Region	68,210	175	68,385	63,534	68,191	194
Grande Prairie Regional College	2,600	170	2,770	1,290	2,073	697
TOTAL Grande Prairie Region	2,600	170	2,770	1,290	2,073	697
Keyano College	1,668	30	1,698	1,212	1,325	373
TOTAL Keyano Region	1,668	30	1,698	1,212	1,325	373
Lakeland College	2,225	50	2,275	1,894	2,092	183
TOTAL Lakeland Region	2,225	50	2,275	1,894	2,092	183
Lethbridge College	4,000	—	4,000	3,747	3,925	75
University of Lethbridge	7,370	—	7,370	6,689	7,346	24
TOTAL Lethbridge Region	11,370	—	11,370	10,436	11,271	99
Medicine Hat College	2,650	—	2,650	2,313	2,423	227
TOTAL Medicine Hat Region	2,650	—	2,650	2,313	2,423	227
Northern Lakes College	1,250	—	1,250	1,020	1,172	78
TOTAL Northern Lakes Region	1,250	—	1,250	1,020	1,172	78
Portage College	1,260	100	1,360	934	1,024	336
TOTAL Portage Region	1,260	100	1,360	934	1,024	336
Athabasca University	8,500	—	8,500	7,526	8,475	25
SYSTEM TOTAL	160,113	8,075	168,188	146,054	161,152	7,036

Notes: All figures are in FLEs. Forecast data are not available for the Banff Centre. Projected capacity includes existing capacity, recently completed facilities, and approved projects underway.

*Projected low and high enrolment figures do not necessarily equate to projected enrolment figures in the 2008-09 and 2018-19 academic years, but at some point over the 2009-10 to 2019-20 period.

**Enrolment projections for the Banff Centre are unavailable. Its existing capacity is used as a proxy for its peak enrolment growth.

Sources: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS), Post-secondary Planning and Investments Branch, *In-Jector* Enrolment Forecasting Model

Space Utilization

Determining precise space standards and measures is challenging due to the enormous variety and complexity of Alberta's post-secondary system. There is a need to create a simple, objective, and flexible set of guidelines to ensure that space is used responsibly and that it is equitably distributed across the system.

Alberta Advanced Education and Technology's (AET) Space Utilization Initiative is a multi-year initiative that began in 2009. The first phase involved an analysis of institutional space management practices, along with assessing and benchmarking a small portion of the infrastructure at publicly-funded post-secondary institutions. The next phase will engage institutions on how best to implement the study's recommendations and develop reasonable and credible space utilization guidelines to evaluate future requests for expansion and infrastructure renewal. Ultimately, these guidelines will help institutions and the Ministry establish future capital priorities.

Through the Space Utilization Initiative, AET expects to develop a set of space guidelines that, when implemented, result in greater efficiencies and maximize the use of our facilities. This will enable institutions to:

- **Identify underused facilities** and the underlying reasons for low utilization.
- **Enhance utilization** through institutional scheduling, space allocation practices, and/or functional renewal of space, while ensuring that the facility meets requirements for teaching and research.
- **Plan and coordinate** facility needs and construction projects more effectively, and within a general set of space utilization guidelines.

To accomplish these goals, AET will establish a Space Utilization Steering Committee that will include senior institutional representatives. In general, the committee will plan for and recommend utilization measures and benchmarks necessary to meet changing enrolment and curricula needs, address financial constraints, and maintain services.

CHAPTER SIX: RESEARCH

A strong and vibrant research and innovation system supports the province's ability to diversify its economy, meet the changing needs of its citizens and workforce, and better address the technological and societal pressures associated with Alberta's demographic landscape. To this aim, Campus Alberta and Alberta Innovates together support mutually beneficial working relationships among post-secondary institutions, researchers, entrepreneurs, and industry.

Chapter Summary:

- Of all institutional sectors, Comprehensive Academic and Research Institutions (CARIs) attract the bulk of sponsored research funding – about $818.5 million in 2009–10. From 2004–05 to 2009–10, total sponsored research revenue to the CARI sector increased by 19.8%.
- Non-CARI institutions attracted over $14.5 million in 2009–10. Non-CARI institutions have seen a significant jump in sponsored research revenue in recent years, with an 8.4% increase from 2008–09 to 2009–10.
- In 2008, Alberta had the third-highest overall spending ($2.88 billion) and the third-highest research and development spending per capita among the provinces.
- In Alberta, the business (8,770) and higher education (6,450) sectors have the greatest number of people engaged in research and development.
- In 2009–10, a total of 2,603 international students were enrolled in graduate-level priority programs at publicly-funded post-secondary institutions in Alberta. This amounts to over one-third (39.4%) of all graduate students being enrolled in priority programs.

System Overview

Alberta's provincially funded research and innovation (R&I) system is guided by provincial government priorities as established in ministerial mandate letters, department business plans, and GOA policy documents. On behalf of the GOA, AET has overall responsibility for the oversight and effective coordination of the provincially funded R&I system.

Other ministries are working with AET and R&I system stakeholders to determine research and innovation needs and priorities. While ministries are responsible for developing the value-added sectors associated with their mandates, AET, with other GOA departments and Alberta Innovates corporations, plays a role in developing a collaborative model for identifying and sharing Alberta's R&I priorities.

The role of post-secondary institutions within Alberta's R&I system includes creating and sharing knowledge; attracting, retaining, and supplying highly qualified and skilled personnel (HQSP); and integrating institutional research and innovation priorities within the context of annual comprehensive institutional plans (CIPs).

Alberta Innovates

Alberta Innovates consists of the Alberta Research and Innovation Authority (ARIA), and four provincially funded corporations:

☐ Alberta Innovates – Bio Solutions
☐ Alberta Innovates – Energy and Environment Solutions
☐ Alberta Innovates – Health Solutions
☐ Alberta Innovates – Technology Futures

Alberta Innovates works with key innovation support agencies, publicly-funded post-secondary institutions, industry, and government to invest in further research and innovation and increase Alberta's competitiveness in the global economy. AET's strategic role is to develop collaborative relationships and ensure system alignment and integration.

Research activity at Campus Alberta institutions underlies base research capacity. Institutions are key players in integrating the access, capital, and research planning processes.

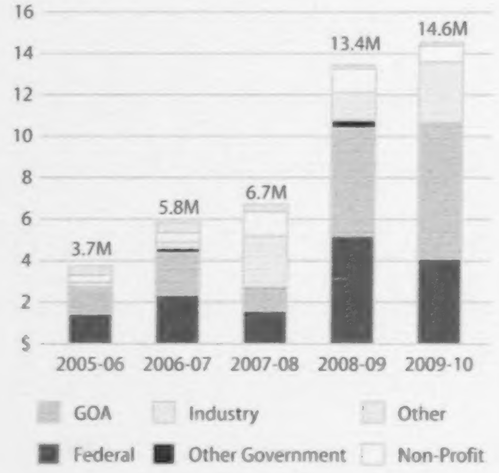
Sponsored Research Revenue

Alberta's post-secondary institutions receive research funding from a variety of sources. Sponsored research revenue is funding garnered outside of institutional operating grants, including contracts, grants, and donations that are used to support the operating and infrastructure costs associated with research.[137]

Comprehensive Academic and Research Institutions (CARIs) attract the bulk of sponsored research funding garnered by Campus Alberta institutions – almost $818.5 million in 2009-10. From 2004-05 to 2009-10, total sponsored research revenue to the CARI sector increased by 19.8% – an indication of the sector's strength and competitiveness in attracting research funding. GOA funding over this period has fluctuated (largely due to capital investments), but overall provincial funding has remained stable.[138]

While the CARI sector has the mandate to undertake both pure and applied research, all Campus Alberta institutions may engage in applied research.[139] Non-CARI institutions attracted over $14.5 million in 2009-10. Non-CARI institutions have seen a significant jump in sponsored research revenue in recent years, with an 8.4% increase from 2008-09 to 2009-10. This growth in research funding is attributable to increasing applied research capacity in the non-CARI sector, one-time opportunities, and the development of federal and provincial programming. In 2009-10, the GOA contributed $6.5 million in research funding to non-CARI institutions, an increase of 25% from the previous year and the largest research funder to these institutions.

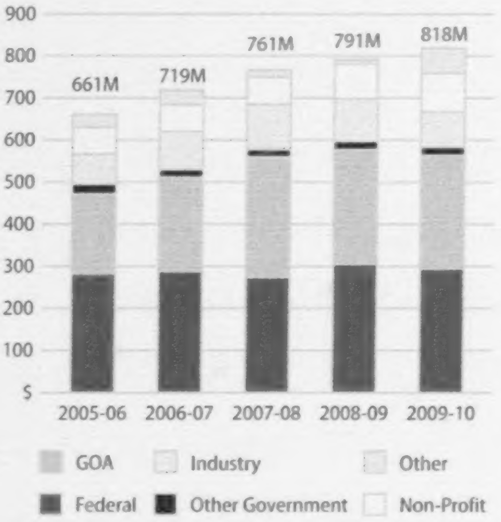
Total Sponsored Research Revenue by Source - Non-CARI Sectors ($millions)*



Notes: *Does not include Independent Academic Institutions.
Non-government sources include industry, non-profit, endowment, and other income sources. Data on sponsored research revenue are provided by institutions and are derived from audited financial statements and reports.

Source: Alberta Advanced Education and Technology - Research Capacity Planning Branch

Total Sponsored Research Revenue by Source - CARI Sector ($millions)



Notes: Non-government sources include industry, non-profit, endowment, and other income sources. Data on sponsored research revenue are provided by institutions and are derived from audited financial statements and reports.

Source: Alberta Advanced Education and Technology - Research Capacity Planning Branch

Research and Development

Research and Development (R&D) is work that increases our knowledge base.

Investments

Gross Domestic Expenditure on Research and Development (GERD) measures the total spending on R&D within a given geography. GERD looks at the R&D expenditure of six funding sectors – federal government, provincial government, business enterprise, higher education, non-profit organizations, and foreign investments – to produce a composite measure. As the depth and breadth of a country or province's GERD is affected by its economic strength and demographic characteristics, the measure is typically presented in relation to Gross Domestic Product (GDP) and/or population in order to produce a measure of research intensity. For example, while Alberta had the third highest overall spending ($2.88 billion) and the third highest R&D spending per capita among the provinces at $812 in 2008 (the latest year for which data are available), the province ranked eighth in terms of its GERD to GDP ratio.[140]

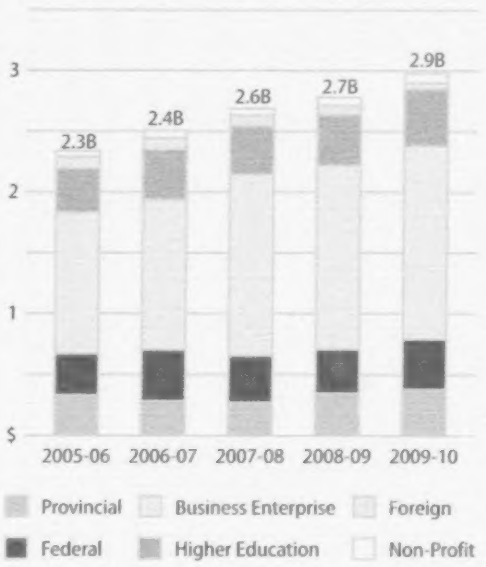
Along with Quebec, Ontario, and British Columbia, Alberta's business enterprise sector was the largest R&D funder in 2008, providing over $1.53 billion. This represents 53.1% of Alberta's total GERD.[141] In Alberta, the higher education sector is the second largest R&D performer, at over $1.1 billion (39.0% of GERD) in 2008.[142]

In terms of provincial government funding, Alberta ranked third of the provinces in 2008 with a total of $367.0 million in R&D expenditures, after Ontario ($475 million) and Quebec ($396.0 million).[143] Direct provincial government support accounts for about 13% of R&D spending in Alberta, which is more than double that of other provinces (except Saskatchewan, at 10.4%).

Business Enterprise Research and Development (BERD) is R&D activities performed in Canada by the industrial (business enterprise) sector. In 2008, the highest percentage of business R&D activity in Alberta was being performed in energy-based sectors (oil, gas, and mining), with investments of $692 million (approximately 46.8% of total BERD).[144] Alberta's service industries performed $380 million (25.7%) and its manufacturing industries 24.3% ($360 million) of the provinces' total BERD in 2008.[145]

The report on the Scientific Activities of the Government of Alberta is prepared annually by AET in collaboration with Statistics Canada.[146] Data are collected from surveys completed by all GOA ministries and government entities which report scientific activity. Scientific activities include both R&D and a number of activities closely related to R&D, referred to as Related Scientific Activities (RSA).

Gross Domestic Expenditures on Research & Development (GERD) by Funding Sector, Alberta ($Billions)



Source: Statistics Canada, CANSIM Table 358-0001

Top areas of Science and Technology (S&T) spending for Alberta in 2009-10 were the protection and improvement of human health ($114.9 million), basic research ($92.3 million), the control and care of the environment ($87.7 million), and the production, distribution, and rational utilization of energy ($83.5 million).[147] In 2009-10, the GOA's scientific activity expenditures amounted to $604.0 million, 3.0% less than 2008-09 ($622.6 million).

R&D expenditures for 2009-10 accounted for 68.4% ($413.1 million) of the total scientific activities. RSA constituted the remaining 31.6% ($190.8 million) of the GOA total. Investments in the natural sciences accounted for 89.4% ($540.1 million) and activities in the social sciences 10.6% ($63.9 million) of Alberta's total scientific activities expenditure in 2009-10.

Investments in the natural sciences ($540.1 million) and social sciences ($63.9 million) accounted for 89.4% and 10.6% of Alberta's total scientific activities expenditures in 2009-10.[148]

Highly Qualified Personnel

The degree to which organizations can be innovative is heavily influenced by whether there are highly qualified people – i.e., the population's level of skill and education. To indicate how much human capital a jurisdiction has devoted to formal knowledge discovery, this report uses the number of R&D personnel, or full-time equivalent employees engaged in R&D, per 100,000 population.

In 2008, there were 16,920 or 472 R&D personnel per every 100,000 residents in Alberta, an increase of 42 personnel per every 100,000 residents over the previous year. In Alberta, business (8,770) and higher education (6,450) have the highest number of people engaged in R&D. Alberta ranks second nationally for the number of R&D personnel in the provincial government (810).[149]

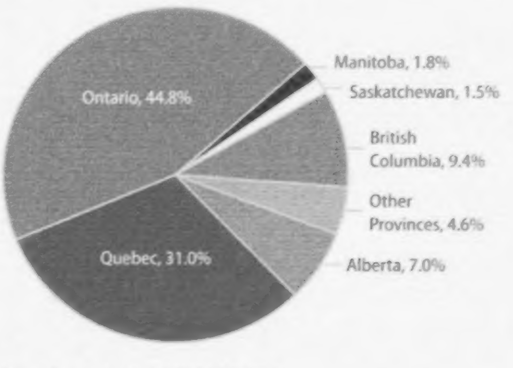
The proportion of scientists and engineers in the labour force is a measure of the province's innovative potential. Scientists and engineers make up a significant proportion of Alberta's labour force compared to other provinces, in part reflecting the needs of the oil and gas extraction sector and its related industries (e.g., engineering services). In terms of absolute numbers of scientists and engineers, however, Alberta ranks third among the provinces after Quebec and Ontario (171,000 in 2009).[150]

As innovation becomes increasingly complex, requiring people to continually learn new skills and upgrade their existing, innovation potential will be increasingly tied to mobility, contributing to the sharing and diffusion of knowledge.[151]

For example, in 2009-10, 2,603 international students were enrolled in graduate-level priority programs at Alberta's publicly-funded post-secondary institutions.[152] This amounts to over [illegible] third (39.4%) of all graduate students enrolled in priority programs.

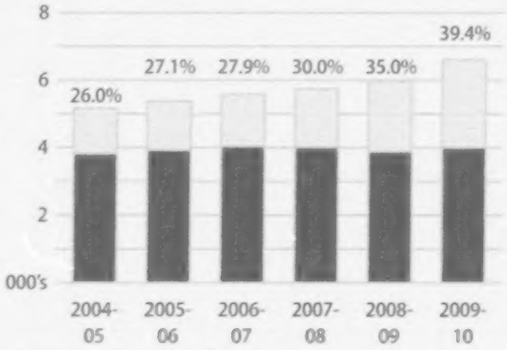
While Alberta has strong retention rates upon graduation, the link between educational attainment and innovation potential means it is important to support and encourage Albertan and international students to pursue graduate studies and remain in the province upon graduation.[153]

Distribution of R&D Personnel by Province, 2008



Source: Statistics Canada, CANSIM Table 88-001-X

Visa Students in Priority Programs



Note: Data do not include Athabasca University.
Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

Knowledge Transfer: Patents and Inventions

Patents indicate innovations with commercial potential and are a measure of knowledge output.

Data from the Association of University Technology Managers (AUTM)[154] examines the number of invention disclosures[155] per USD$100 million spent in R&D activities by North American universities. This measure gives us an idea of the degree to which these institutions are transforming research and ideas into marketable knowledge.

While the province has room to grow its number of invention disclosures at the international level (the leading jurisdiction had over 313 invention disclosures), Alberta ranks ahead of the rest of the country with an average of over 76 invention disclosures per US$100 million of R&D expenditures in 2009.[156]

CAMPUS ALBERTA SUCCESS STORY

Research in Action: Post-secondary Institutions, Business, and Community Revitalization

In the summer of 2010, two researchers from Mount Royal University (MRU) conducted a community development research project called *Revitalization of Rural Alberta Businesses: Business Retention and Expansion (BR&E)*. With financial assistance from the Alberta Rural Development Network (ARDN) and the Alberta Association of Colleges and Technical Institutes (AACTI), the researchers conducted a survey of 34 owners of small and medium-sized enterprises in the Black Diamond and Turner Valley areas.

BR&E is a community-based economic development tool that promotes job growth by helping communities and industry identify the barriers to survival and growth faced by local businesses. It is based on the philosophy that existing firms are the key to community economic prosperity, which is a dynamic process from within communities creating new abilities and leveraged through partnerships.

After the survey data was compiled, two workshops were held to disseminate the results and get feedback from participants and other community members. Several issues were raised, including owner training, joint marketing initiatives, revitalization of the Chamber of Commerce, and training in marketing, IT, and website development.

The project's impact goes beyond Turner Valley and Black Diamond. During ARDN's Annual General Meeting, the MRU researchers solidified a partnership with Medicine Hat College, Portage College, and Lakeland College to expand the project across Alberta to at least 20 different rural communities. The purpose of the project is not only to encourage collaboration among post-secondary institutions, but also between post-secondary institutions and communities.

Appendixes

Appendixes

Appendix A: Methodological Notes

Table A.1 Population Projections....99
Table A.2 Geographic Service Regions....99
Table A.3 Program Bands....99
Table A.4 Headcount Enrolment....99
Table A.5 Apprenticeship Data....99

Appendix B: Data Tables

Table B.1 High School Transitions by Service Region....99
Table B.2 Historical Applicants....99
Table B.3 Applicant Trends – Coming From (Alberta)....99
Table B.4 Applicant Trends – Coming From (All)....99
Table B.5 Turn-Away Flow Chart (Albertans)....99
Table B.6 Turn-Away Flow Chart (All)....99
Table B.7 Historical Enrolment (FLE)....99
Table B.8 Historical Enrolment (Headcount)....99
Table B.9 Historical Non-Credit Enrolment (Headcount)....99
Table B.10 Historical Aboriginal Enrolment (Headcount)....99
Table B.11 Historical Visa Student Enrolment (Headcount)....99
Table B.12 Top Enrolment Programs – Visa & Non-Visa....99
Table B.13a Enrolment by Program Band & Credential – Visa....99
Table B.13b Enrolment by Program Band & Credential – Aboriginal....99
Table B.14 Students with Disabilities Seeking Supports....99
Table B.15 Historical Graduates of Parchment Programs....99
Table B.16 Historical Parchments Awarded....99
Table B.17 Historical Parchments Awarded – Aboriginal....99
Table B.18 Historical Student Financial Assistance Recipients....99

Appendix A: Methodological Notes

Data provided are the most current available at the time of writing and are valid as of the document's release. Methodologies are assessed on an ongoing basis to ensure accuracy and reliability.

A1. Population Projections

At the Alberta level, population data are sourced from Alberta Finance and Enterprise based on data from Statistics Canada's 2006 Census of Population and post-census estimates of Alberta's population on July 1, 2009. Only the permanent population is used; non-permanent residents (e.g., the shadow population) are not counted as their primary place of residence is located outside the province. Statistics Canada therefore counts these individuals in the Census as permanent residents of other jurisdictions.

Alberta is composed of 19 Census Divisions (CDs), each containing a number of smaller Dissemination Areas (DAs). Each DA contains a similar number of people. Data is available by DA for census years, and by CD for non-census years. Alberta Finance and Enterprise calculates population forecasts by CD using a low-, medium-, and high-growth scenario. Data presented here are sourced from the medium-growth scenario, which represents the most likely case. Starting with the base population by age year and sex, fertility, mortality, and migration rates are applied to project the number of births, deaths, and migrants per year. Provincial-level population projections are derived by summing the CD-level projections.[157]

Population forecasts by service region are derived separately from the provincial forecast. Unlike Census Divisions, Dissemination Areas fit neatly into geographic service region boundaries. Since DA level data are only available in non-census years, each CD is weighted according to the proportion of its population falling in a particular service region and matched to the DAs within that region.

For example, the Medicine Hat Region includes parts of three Census Divisions (100% of CD1, 16% of CD2, and 34% of CD3). To derive the Medicine Hat Region's population from these three CDs, the population of CD1 is multiplied by 1 because it contains 100% of that CD. The population of CD2 is multiplied by 0.16, and the population of CD3 by 0.34. The three derived figures are then summed to determine the overall regional population. These calculations are then forecasted forward using Statistics Canada's medium-term growth scenario.

Alberta Finance's 2010 set of population projections for Alberta and Census Divisions used a different methodology than what was used in previous years.

The 2009 projection forecast used a ratio-based forecasting method, while the 2010 forecasts uses a component-based method. The ratio-based method compares population levels and trends for a given CD to the province's to derive a ratio, and uses that ratio to project the population forward. This method is based on the assumption that there is a degree of stability in the population trends. The component method uses estimates of births, deaths, and net migration to update population figures. The various components of anticipated population change are projected separately and then applied to produce a series of population data.

The change in forecasting methodology may account for variance in the population projections at the provincial and service region levels between the 2009 and 2010 forecasts.

A2. Geographic Service Regions

Service regions are defined areas of the province that provide a framework for better understanding local factors relating to learning and programming at a regional level.

In consultation with stakeholders, regional boundaries were drawn based on Dissemination Area (DA) boundaries and the area generally served by CCIs.

Where available, data are provided at the regional level to reflect the different contexts and unique regional circumstances that affect learners and learning providers. For example, factors such as in-migration, unemployment rates, demographics, and urban/rural mix all vary from one region to the next and affect institutional programming and the student services offered.

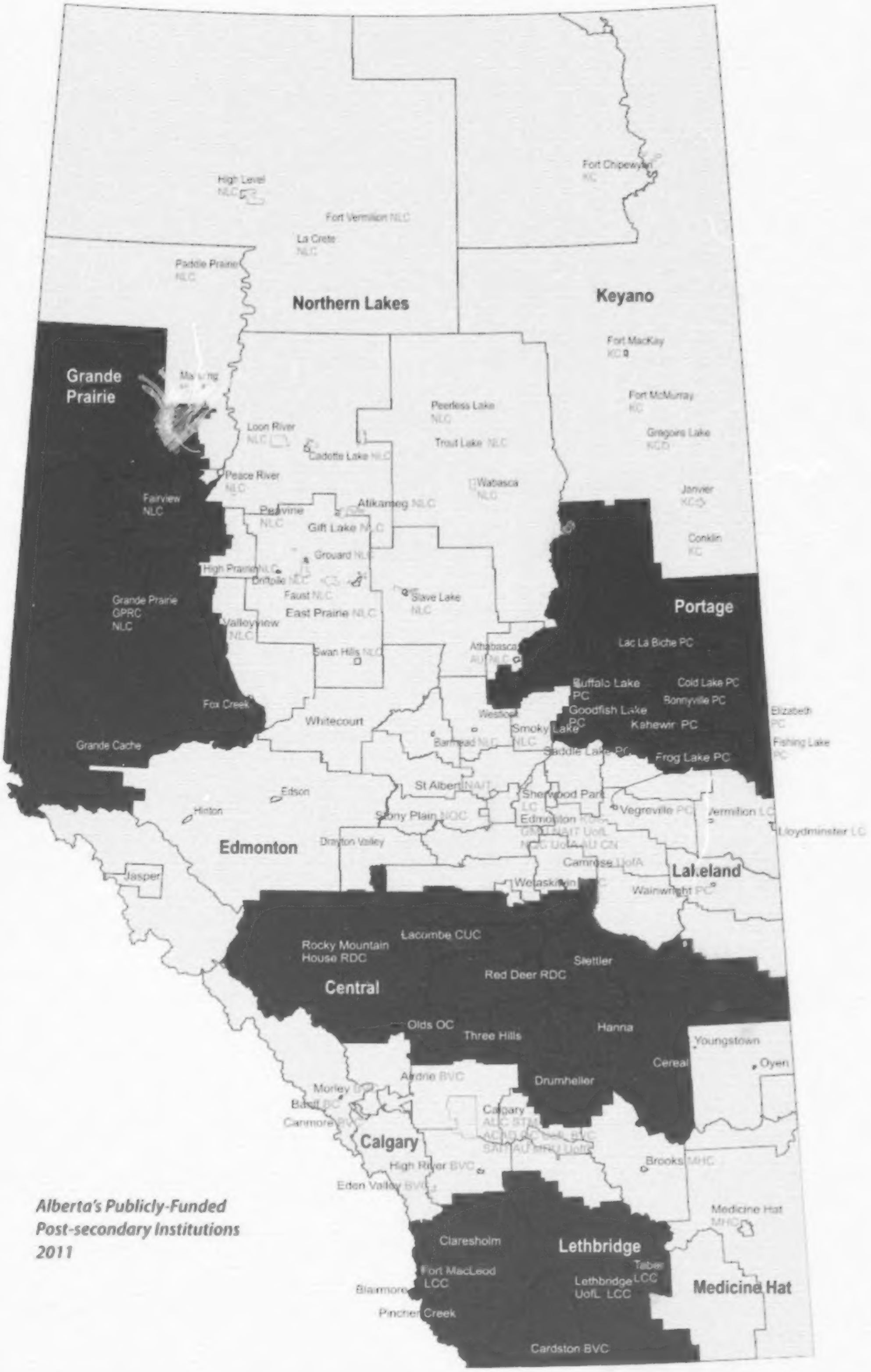
Regional boundaries for CCIs are meant to approximate general service regions and act as guidelines for planning purposes. CCIs align with service regions in order to enhance strategic planning, achieve access goals, and strengthen partnerships and collaboration. Regional boundaries provide a guide for CCIs in their stewardship role as they engage communities within their region and develop Comprehensive Institutional Plans.

Due to its focus on distance delivery, Athabasca University is not allocated to any particular service region.

Due to boundary changes, regional data presented in the Alberta Access Planning Framework 2008 are not comparable to those in subsequent years.

Map Legend		
Comprehensive Academic & Research	AU	Athabasca University
	UofA	University of Alberta
	UofC	University of Calgary
	UofL	University of Lethbridge
Comprehensive Community	BVC	Bow Valley College
	GPRC	Grande Prairie Regional College
	KC	Keyano College
	LC	Lakeland College
	LCC	Lethbridge College
	MHC	Medicine Hat College
	NQC	NorQuest College
	NLC	Northern Lakes College
	OC	Olds College
	PC	Portage College
	RDC	Red Deer College
Baccalaureate & Applied Studies	GMU	Grant MacEwan University
	MRU	Mount Royal University
Polytechnical	NAIT	Northern Alberta Institute of Technology
	SAIT	Southern Alberta Institute of Technology
Specialized Arts & Culture	ACAD	Alberta College of Art + Design
	BC	Banff Centre
Independent Academic	AUC	Ambrose University College
	CN	Concordia University College
	CUC	Canadian University College
	KUC	King's University College
	STM	St. Mary's University College

— Municipal Boundary Line


High Level NLC
Fort Vermilion NLC
La Crete NLC
Fort Chipewyan KC
Paddle Prairie NLC
Northern Lakes
Keyano
Fort MacKay KC
Grande Prairie
Fort McMurray KC
Peerless Lake NLC
Gregoire Lake KC
Loon River NLC
Trout Lake NLC
Cadotte Lake NLC
Peace River NLC
Wabasca NLC
Janvier KC
Fairview NLC
Peavine NLC
Atikameg NLC
Gift Lake NLC
Conklin KC
Grouard NLC
High Prairie NLC
Driftpile NLC
Faust NLC
Slave Lake NLC
Grande Prairie GPRC NLC
East Prairie NLC
Portage
Valleyview NLC
Lac La Biche PC
Swan Hills NLC
Athabasca AU NLC
Buffalo Lake PC
Cold Lake PC
Bonnyville PC
Fox Creek
Goodfish Lake PC
Elizabeth PC
Whitecourt
Westlock
Kehewin PC
Smoky Lake NLC
Fishing Lake PC
Barrhead NLC
Grande Cache
Saddle Lake PC
Frog Lake PC
St Albert NAIT
Edson
Sherwood Park LC
Hinton
Stony Plain NOC
Vegreville PC
Vermilion LC
Edmonton
Lloydminster LC
Drayton Valley
Edmonton
Camrose UofA
Lakeland
Jasper
Wetaskiwin
Wainwright PC
Lacombe CUC
Rocky Mountain House RDC
Stettler
Red Deer RDC
Central
Olds OC
Three Hills
Hanna
Youngstown
Cereal
Oyen
Airdrie BVC
Drumheller
Morley
Banff
Canmore
Calgary
Calgary
High River BVC
Brooks MHC
Eden Valley BVC
Medicine Hat MHC
Claresholm
Lethbridge
Taber LCC
Fort MacLeod LCC
Blairmore
Lethbridge UofL LCC
Medicine Hat
Pincher Creek
Cardston BVC

Alberta's Publicly-Funded Post-secondary Institutions 2011

A3. Program Bands

Program bands are based on the Classification of Instructional Programs (CIP) 2000 categories. CIP 2000 is designed to classify instructional programs. Its aim is to provide a sound basis for classifying programs, and supporting the accurate tracking, monitoring, and evaluation of programs and completions. CIP 2000 is the third revision of the original categorization.

Program bands are designed to make data analysis and the communication and presentation of data easier by categorizing CIP 2000 into nine higher-level groupings.

In collaboration with Statistics Canada, AET reviewed CIP 2000 codes for all programs and specializations in summer 2010. Some programs and specializations' CIP codes were revised to more accurately reflect academic content. Program attributes for each program and year the program was offered now reflect values currently listed in the Program Registry System (PRS) for that year and program.

As a result of this review, some codes have been adjusted. Data provided at the CIP code or program band level may not reconcile with those presented in previous iterations. Future changes related to CIP 2000 attributes will be made on a go-forward basis, eliminating the need for future restatements.

Program Bands: Higher Level Groupings for CIP 2000

Program Band	Two-Digit CIP Code
Business/ Management	Business, Management, Marketing & Related Support Services
Education	Education
Health Sciences	Psychology
	Health Professions & Related Clinical Sciences
	Dental, Medical & Veterinary Residency Programs
Languages, Social Sciences, Arts & Humanities	Aboriginal/Foreign Languages, Lit. & Linguistics
	English Language & Literatures & Letters
	French Language & Literature & Letters
	Philosophy & Religious Studies
	History
	Social Sciences
	Library Science
	Public Administration & Social Science Profession
	Family & Consumer Science/Human Sciences
	Area, Ethnic, Cultural & Gender Studies
	Communication, Journalism & Related Programs
	Theology & Religious Vocations
	Liberal Arts, General Studies & Humanities
	Visual & Performing Arts
Legal & Security	Security & Protective Services
	Legal Profession & Studies
Recreation	Personal Awareness & Self Improvement
	Parks, Recreation, Leisure & Fitness Studies
	Leisure & Recreational Activities
Physical, Natural & Applied Sciences	Biological & Biomedical Sciences
	Agricultural, Agricultural Operations & Related
	Physical Sciences
	Mathematics & Statistics
	Engineering
	Natural Resources & Conservation
	Multi/Interdisciplinary Studies
	Military Technologies
	Architecture & Related Sciences
	Computer & Information Sciences & Services
	Communication Technologies/Technicians & Support Services
Preparatory & Basic Upgrading	Basic Skills
	High School/Secondary Diplomas & Certificate
	Technology Education/Industrial Arts
Trades & Technology	Construction Trades
	Mechanic & Repair Technologists/Technicians
	Precision Production
	Transportation & Materials Moving
	Engineering Technologies/Technicians
	Science Technologies/Technicians
	Personal & Culinary Services

A4. Headcount Enrolment

The unduplicated (unique) student headcount measure is a method of counting enrolment that refers to the actual number of students registered at and attending a publicly-funded post-secondary institution in Alberta (full- and part-time) in a given academic year.

To address the issue of double counting, the unduplicated student headcount methodology uses the Alberta Student Number (ASN), rather than the institutional student identification number, as the means of student identification. For the past decade, institutions have used the ASN to report enrolment data to AET via LERS. Every student in Alberta should be assigned a unique ASN that travels with them, regardless of the post-secondary institution they attend through the course of their life. As a unique identifier that travels with the learner, the ASN enables analyses that identify duplicate student counts among institutions.

In some cases, students are not assigned an ASN. For those student records without an ASN, institution-specific values were used.

Because the methodology reduces double counting, subtotals and system values for this measure will not be equal to the sum of the corresponding institutional totals, as a student may have attended more than one institution; in other words, one will not be able to 'add' up institutional totals to arrive at a summary value, as adding each institutional total may lead to double counting. The values listed for each institution represent unique headcounts at that particular institution, while the value listed for the system total represent the number of unique headcounts across the whole system.

Banff Centre Enrolments

In 2009-10, the Banff Centre began reporting enrolments using an updated FLE calculation. Factors used for calculating headcount FLE enrolment were reviewed and adjusted for the 2009-10 academic year and moving forward. This adjustment resulted in a significantly higher FLE in 2009-10, independent of enrolments.

A5. Apprenticeship Data

At a system level, apprenticeship is included in all enrolment data. Due to the nature of most apprenticeship programs, where the in-class portion of technical training takes place over a period, rather than an academic year, there are differences in how apprenticeship enrolments are counted as headcounts compared to FLEs. In terms of headcount enrolment data, apprentices are counted in the same way as everyone else (one person = one count). In terms of FLE data, one FLE roughly equates to just under four apprentices.

While included in enrolment data, apprentices who complete their journeyman certificate are not included in LERS graduate data. This is because, unlike in other post-secondary programs where the respective post-secondary institution awards the credential, apprentices receive their certification from the AIT Board. Data on graduates from the Trades and Technology program band includes only those graduates from technology and technician programs, and excludes journeymen.

Data on journeymen graduates is tracked via the Apprenticeship, Trade, and Occupational Management System (ATOMS).

Apprenticeship Data in ASI

Beginning in fall 2010, apprenticeship data was no longer reported in the Applicant Submission Initiative (ASI) database. This was done in consultation with post-secondary institutions to reflect the distinct delivery style of apprenticeship programs: whereas ASI's annual fall data submission is able to account for the majority of Campus Alberta's post-secondary applicants and applications, apprenticeship programs' multiple intakes throughout the year are best reported via ATOMS. Because all historical data have been restated to reflect this change, values may not match those previously reported. Fall 2005 and 2006 ASI data will remain unchanged, as ASI collected and reported apprenticeship information for the first time in fall 2007.

Appendix B: Data Tables

B1. High School Transitions by Service Region

REGION OF POST-SECONDARY TRANSITION

REGION OF HIGH SCHOOL GRADUATION

Fall 2010	Calgary Region	Central Region	Edmonton Region	Grande Prairie Region	Keyano Region	Lakeland Region	Lethbridge Region	Medicine Hat Region	Northern Lakes Region	Portage Region	Athabasca University (AU)	Total (with AU)	Did Not Attend PSE in Alberta	Total Graduates
Calgary Region	3,468 (81.6%)	52 (7.3%)	343 (6.8%)	—	—	5 (3.7%)	256 (29.4%)	9 (3.9%)	—	—	—	4,142 (40.5%)	6,085 (31.5%)	10,227 (33.0%)
Central Region	130 (3.1%)	491 (68.9%)	157 (3.1%)	—	—	11 (8.1%)	58 (6.7%)	11 (4.7%)	—	—	—	862 (7.4%)	1,913 (9.9%)	2,775 (9.0%)
Edmonton Region	503 (11.8%)	84 (11.8%)	4,059 (80.7%)	33 (12.5%)	15 (12.6%)	37 (27.4%)	71 (8.1%)	8 (3.4%)	—	7 (13.5%)	—	4,821 (41.2%)	7,508 (38.9%)	12,329 (39.8%)
Grande Prairie Region	23 (0.5%)	14 (2.0%)	58 (1.2%)	184 (69.7%)	—	—	—	—	—	—	—	286 (2.4%)	601 (3.1%)	887 (2.9%)
Keyano Region	9 (0.2%)	—	33 (0.7%)	—	93 (78.2%)	—	—	—	—	—	—	141 (1.2%)	331 (1.7%)	472 (1.5%)
Lakeland Region	6 (0.1%)	26 (3.6%)	106 (2.1%)	—	—	45 (33.3%)	—	—	—	—	—	187 (1.6%)	316 (1.6%)	503 (1.6%)
Lethbridge Region	42 (1.0%)	10 (1.4%)	43 (0.9%)	—	—	—	401 (46.0%)	13 (5.6%)	—	—	—	514 (4.4%)	1,051 (5.4%)	1,565 (5.0%)
Medicine Hat Region	50 (1.2%)	11 (1.5%)	34 (0.7%)	—	—	—	68 (7.8%)	188 (80.7%)	—	—	—	354 (3.0%)	541 (2.8%)	895 (2.9%)
Northern Lakes Region	9 (0.2%)	13 (1.8%)	72 (1.4%)	39 (14.8%)	—	—	6 (0.7%)	—	10 (83.3%)	—	—	159 (1.4%)	476 (2.5%)	635 (2.0%)
Portage Region	12 (0.3%)	9 (1.3%)	126 (2.5%)	—	—	28 (20.7%)	—	—	—	43 (82.7%)	—	227 (1.9%)	482 (2.5%)	709 (2.3%)
Alberta TOTAL	4,252 (100%)	713 (100%)	5,031 (100%)	264 (100%)	119 (100%)	135 (100%)	872 (100%)	233 (100%)	12 (100%)	52 (100%)	10 (100%)	11,693 (100%)	19,304 (100%)	30,997 (100%)

Notes: Values less than five have been suppressed and are indicated by (–). Row totals may not equal the sum of all columns due to suppression.
Data include only those high school students who transition directly to PSE upon graduation. The number of high school graduates may be understated, as these only represent a snapshot of fall enrolments and may not include those graduates entering apprenticeship programs or those that have a continuous intake.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI), Alberta Education

B2. Historical Applicants

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Comprehensive Academic & Research Institutions	**107,452**	**111,214**	**73,240**	**75,829**	**80,859**
Athabasca University[1]	53,351	55,714	17,458	16,905	20,850
University of Alberta	32,261	33,237	32,581	33,097	34,485
University of Calgary	22,891	23,455	23,361	25,878	26,233
University of Lethbridge	5,982	6,286	5,902	6,102	6,044
Baccalaureate & Applied Studies Institutions	**24,932**	**24,784**	**25,281**	**27,905**	**28,035**
Grant MacEwan University[2]	13,758	13,051	13,174	14,652	14,721
Mount Royal University[2]	11,556	12,035	12,403	13,551	13,628
Polytechnical Institutions	**21,200**	**20,881**	**21,558**	**23,602**	**24,547**
Northern Alberta Institute of Technology	9,760	10,261	10,690	11,604	12,379
Southern Alberta Institute of Technology	12,074	11,258	11,548	12,627	12,883
Comprehensive Community Institutions	**23,770**	**22,922**	**24,378**	**28,584**	**29,543**
Bow Valley College	4,003	3,932	3,317	4,360	4,980
Grande Prairie Regional College	1,670	1,646	1,287	2,554	2,452
Keyano College	914	562	957	1,027	750
Lakeland College	1,774	1,586	1,879	1,869	2,275
Lethbridge College	3,616	3,484	3,431	3,719	3,874
Medicine Hat College	2,296	2,282	2,372	2,556	2,466
NorQuest College[3]	1,749	1,711	3,203	3,546	4,027
Northern Lakes College	1,211	1,359	1,442	1,485	1,652
Olds College	1,449	1,409	1,625	1,511	1,786
Portage College	1,666	1,541	1,595	1,979	1,843
Red Deer College	4,284	4,260	4,237	5,032	4,529
Independent Academic Institutions	**2,671**	**2,931**	**2,886**	**2,840**	**2,695**
Alliance University College[4]	48	n/a	n/a	n/a	n/a
Ambrose University College[4]	n/a	215	235	296	307
Canadian Nazarene University College[4]	67	n/a	n/a	n/a	n/a
Canadian University College	229	328	422	240	279
Concordia University College of Alberta	1,517	1,497	1,360	1,422	1,278
King's University College	436	495	571	587	486
St. Mary's University College	327	361	248	366	405
Taylor University College & Seminary[5]	110	99	112	n/a	n/a
Specialized Arts & Culture Institutions	**801**	**754**	**802**	**1,000**	**911**
Alberta College of Art & Design	801	754	802	1,000	911
TOTAL	**166,778**	**169,288**	**134,792**	**145,341**	**151,358**

Notes: [1] Prior to 2008, AU reported all applicants at the course level. From 2008 onward, AU reports new applicants or those applying to a new program.

[2] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

[3] In 2008 NorQuest updated their process to include applications/applicants for programs that were excluded in previous years.

[4] In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.

[5] As of June 30, 2009, Taylor University College and Seminary ceased offering undergraduate programs and was renamed Taylor College and Seminary.

Summing the institutional rows will not equal the system total, as students may have applied to more than one institution.

In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.

Data for the Banff Centre are unavailable, as they do not report via ASI.

Source: Alberta Advanced Education and Technology, Applicant Submission Initiative (ASI)

B3. Applicant Trends - Coming From (Alberta)

Student Applicant Trends - Alberta, Fall 2010

		WHERE STUDENTS APPLY TO												
	Fall 2010	Calgary Region	Central Region	Edmonton Region	Grande Prairie Region	Keyano Region	Lakeland Region	Lethbridge Region	Medicine Hat Region	Northern Lakes Region	Portage Region	All Regions (w/out AU)	Athabasca University (AU)	Total (with AU)
WHERE STUDENTS APPLY FROM	Calgary Region	36,267 (90.4%)	678 (1.7%)	3,940 (9.8%)	30 (0.1%)	15 (0.0%)	101 (0.3%)	2,386 (5.9%)	123 (0.3%)	15 (0.0%)	38 (0.1%)	40,114 (100%)	2,849 (6.7%)	42,456 (100%)
	Central Region	1,642 (24.4%)	3,597 (53.5%)	1,811 (26.9%)	32 (0.5%)	9 (0.1%)	86 (1.3%)	420 (6.2%)	81 (1.2%)	10 (0.1%)	17 (0.3%)	6,728 (100%)	425 (6.0%)	7,083 (100%)
	Edmonton Region	1,990 (5.4%)	669 (1.8%)	34,030 (93.0%)	148 (0.4%)	22 (0.1%)	334 (0.9%)	564 (1.5%)	57 (0.2%)	92 (0.3%)	178 (0.5%)	36,604 (100%)	2,417 (6.2%)	38,695 (100%)
	Grande Prairie Region	263 (10.5%)	86 (3.4%)	749 (29.9%)	1,414 (56.4%)	—	33 (1.3%)	64 (2.6%)	6 (0.2%)	177 (7.1%)	13 (0.5%)	2,509 (100%)	202 (7.6%)	2,669 (100%)
	Keyano Region	237 (16.8%)	26 (1.8%)	532 (37.8%)	8 (0.6%)	614 (43.6%)	46 (3.3%)	40 (2.8%)	—	16 (1.1%)	42 (3.0%)	1,408 (100%)	191 (12.1%)	1,584 (100%)
	Lakeland Region	147 (10.8%)	112 (8.2%)	685 (50.3%)	5 (0.4%)	—	474 (34.8%)	44 (3.2%)	18 (1.3%)	—	57 (4.2%)	1,363 (100%)	124 (8.5%)	1,462 (100%)
	Lethbridge Region	635 (14.1%)	99 (2.2%)	509 (11.3%)	7 (0.2%)	—	48 (1.1%)	3,472 (77.3%)	65 (1.4%)	6 (0.1%)	9 (0.2%)	4,492 (100%)	246 (5.2%)	4,703 (100%)
	Medicine Hat Region	530 (21.3%)	94 (3.8%)	395 (15.9%)	7 (0.3%)	—	29 (1.2%)	362 (14.5%)	1,430 (57.4%)	—	—	2,490 (100%)	220 (8.3%)	2,665 (100%)
	Northern Lakes Region	109 (4.6%)	103 (4.4%)	646 (27.4%)	281 (11.9%)	—	41 (1.7%)	41 (1.7%)	6 (0.3%)	1,239 (52.5%)	131 (5.6%)	2,358 (100%)	215 (8.5%)	2,542 (100%)
	Portage Region	125 (5.5%)	63 (2.8%)	877 (38.8%)	14 (0.6%)	—	162 (7.2%)	39 (1.7%)	7 (0.3%)	26 (1.1%)	1,170 (51.7%)	2,263 (100%)	169 (7.0%)	2,405 (100%)
	Alberta Unknown	167 (24.7%)	49 (7.2%)	340 (50.3%)	5 (0.7%)	30 (4.4%)	24 (3.6%)	39 (5.8%)	30 (4.4%)	—	9 (1.3%)	676 (100%)	76 (10.2%)	747 (100%)
	Alberta	42,015 (41.9%)	5,575 (5.6%)	44,381 (44.2%)	1,951 (1.9%)	697 (0.7%)	1,378 (1.4%)	7,450 (7.4%)	1,827 (1.8%)	1,585 (1.6%)	1,667 (1.7%)	100,365 (100%)	7,134 (6.7%)	106,290 (100%)

Notes: Applicants' home region is based on the postal code derived from their post-secondary application forms. Institutions are grouped into service regions based on the location of the institution's main campus location. Values less than five have been suppressed and are indicated by (--).

Summing up the rows will not equal the totals listed, as students may have applied to more than one institution. Values in the tables represent the number of unique applicants at the level the table indicates. Students may apply to more than one institution/region; as such, these students will be counted in each column (row) that they appear in; however, they will only be counted ONCE in the Summary columns (rows). Table does not include the Banff Centre.

Prior to 2008, Athabasca University (AU) reported applicants to all courses, regardless of previous attendance. For 2008 onwards, AU will report new applicants or those applying to a new program. In 2008, NorQuest College updated their process to include applications/applicants for programs that were excluded in previous years.

In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

B4. Applicant Trends - Coming From (All)

Student Applicant Trends - Canada and International, Fall 2010

WHERE STUDENTS APPLY TO

WHERE STUDENTS APPLY FROM

Fall 2010	Calgary Region	Central Region	Edmonton Region	Grande Prairie Region	Keyano Region	Lakeland Region	Lethbridge Region	Medicine Hat Region	Northern Lakes Region	Portage Region	All Regions (w/out AU)	Athabasca University (AU)	Total (with AU)
Alberta	42,015 (41.9%)	5,575 (5.6%)	44,381 (44.2%)	1,951 (1.9%)	697 (0.7%)	1,378 (1.4%)	7,450 (7.4%)	1,827 (1.8%)	1,585 (1.6%)	1,667 (1.7%)	100,365 (100%)	7,134 (6.7%)	106,290 (100%)
British Columbia	3,322 (49.5%)	244 (3.6%)	3,079 (45.9%)	193 (2.9%)	5 (0.1%)	58 (0.9%)	444 (00.0%)	45 (0.7%)	10 (0.1%)	35 (0.5%)	6,710 (100%)	1,752 (20.8%)	8,429 (100%)
Manitoba	344 (37.9%)	53 (5.8%)	389 (42.9%)	13 (1.4%)	—	53 (5.8%)	91 (00.0%)	21 (2.3%)	—	—	907 (100%)	539 (37.5%)	1,438 (100%)
New Brunswick	91 (40.1%)	6 (2.6%)	134 (59.0%)	—	—	—	5 (00.0%)	—	—	—	227 (100%)	345 (60.6%)	569 (100%)
Newfoundland and Labrador	66 (29.9%)	6 (2.7%)	135 (61.1%)	7 (3.2%)	—	—	6 (00.0%)	—	—	—	221 (100%)	212 (49.2%)	431 (100%)
Northwest Territories	173 (24.0%)	45 (6.3%)	344 (47.8%)	161 (22.4%)	—	23 (3.2%)	79 (00.0%)	5 (0.7%)	14 (1.9%)	8 (1.1%)	720 (100%)	187 (20.7%)	902 (100%)
Nova Scotia	243 (48.3%)	21 (4.2%)	230 (45.7%)	—	—	5 (1.0%)	22 (00.0%)	6 (1.2%)	—	—	503 (100%)	757 (60.6%)	1,250 (100%)
Nunavut and Yukon Territories	113 (44.5%)	18 (7.1%)	111 (43.7%)	13 (5.1%)	—	—	32 (00.0%)	—	—	5 (2.0%)	254 (100%)	92 (26.8%)	343 (100%)
Ontario	2,323 (50.1%)	205 (4.4%)	2,286 (49.3%)	26 (0.6%)	5 (0.1%)	75 (1.6%)	162 (00.0%)	27 (0.6%)	7 (0.2%)	5 (0.1%)	4,636 (100%)	7,805 (63.0%)	12,398 (100%)
Prince Edward Island	37 (48.1%)	—	33 (42.9%)	—	—	—	—	—	—	—	77 (100%)	101 (57.1%)	177 (100%)
Quebec	179 (49.3%)	11 (3.0%)	187 (51.5%)	—	—	—	9 (00.0%)	—	—	—	363 (100%)	380 (51.3%)	741 (100%)
Saskatchewan	863 (25.9%)	189 (5.7%)	1,055 (31.6%)	20 (0.6%)	17 (0.5%)	651 (19.5%)	424 (00.0%)	329 (9.9%)	6 (00.0%)	106 (3.2%)	3,335 (100%)	1,033 (23.8%)	4,334 (100%)
Canada Unknown	57 (6.3%)	30 (3.3%)	750 (82.9%)	13 (1.4%)	15 (1.7%)	—	36 (4.0%)	—	—	—	905 (100%)	134 (12.9%)	1,039 (100%)
Canada (excluding Alberta)	7,811 (41.5%)	830 (4.4%)	8,723 (46.4%)	455 (2.4%)	52 (0.3%)	874 (4.6%)	1,314 (7.0%)	443 (2.4%)	46 (0.2%)	169 (0.9%)	18,812 (100%)	13,337 (41.7%)	31,997 (100%)
Outside Canada	3,717 (28.2%)	101 (0.8%)	9,163 (69.6%)	45 (0.3%)	—	24 (0.2%)	671 (5.1%)	190 (1.4%)	21 (0.2%)	6 (0.0%)	13,166 (100%)	379 (2.8%)	13,543 (100%)
Other/ Unknown/ Not Reported	381 (49.9%)	28 (3.7%)	317 (41.5%)	—	—	—	51 (6.7%)	6 (0.8%)	—	—	764 (100%)	513 (67.1%)	764 (100%)
ALL SERVICE AREAS	53,761 (40.7%)	6,530 (4.9%)	62,199 (47.1%)	2,452 (1.9%)	750 (0.6%)	2,275 (1.7%)	9,462 (7.2%)	2,466 (1.9%)	1,652 (1.3%)	1,843 (1.4%)	131,972 (100%)	20,850 (13.8%)	151,358 (100%)

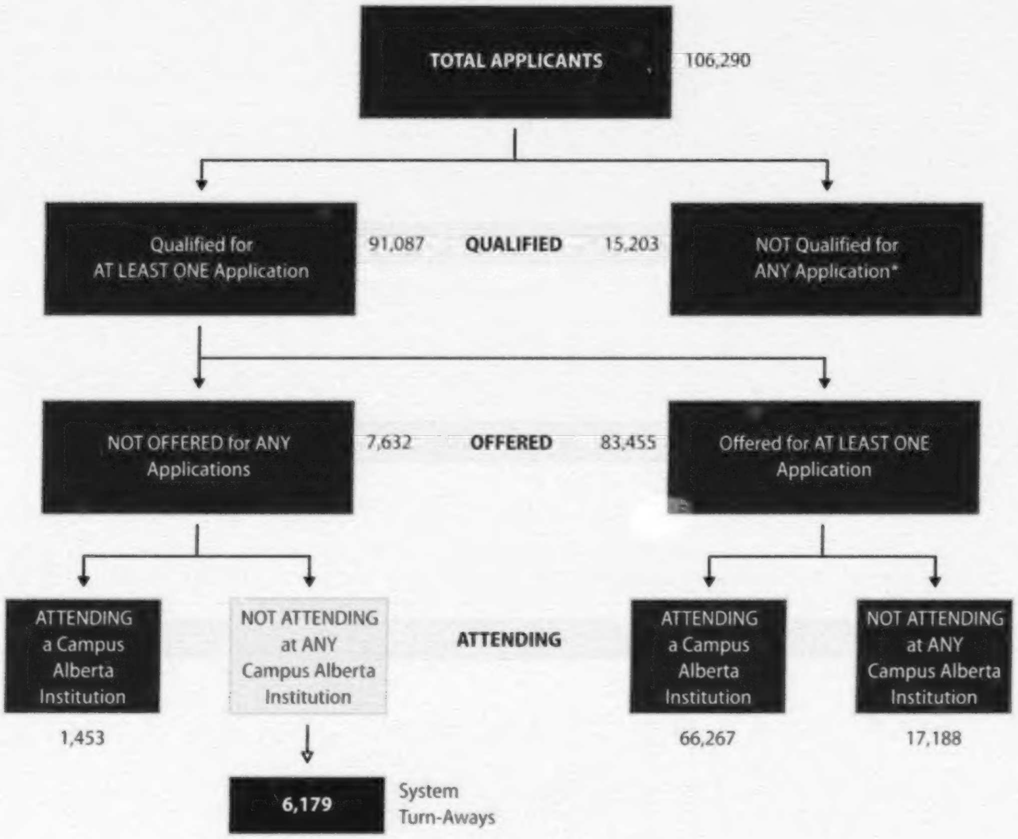
Notes: Applicants' home region is based on the postal code derived from their post-secondary application forms. Institutions are grouped into service regions based on their main campus location. Summing up the rows will not equal the totals listed, as students may have applied to more than one institution. Values in the tables represent the number of unique applicants at the level the table indicates. Students may apply to more than one institution/region; as such, these students will be counted in each column (row) that they appear in; however, they will only be counted ONCE in the Summary columns (rows). Table does not include the Banff Centre. Values less than 5 have been suppressed and are indicated by (—).

In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

B5. Turn-Away Flow Chart (Albertans)

System Level Turn-Aways (Albertans), Fall 2010

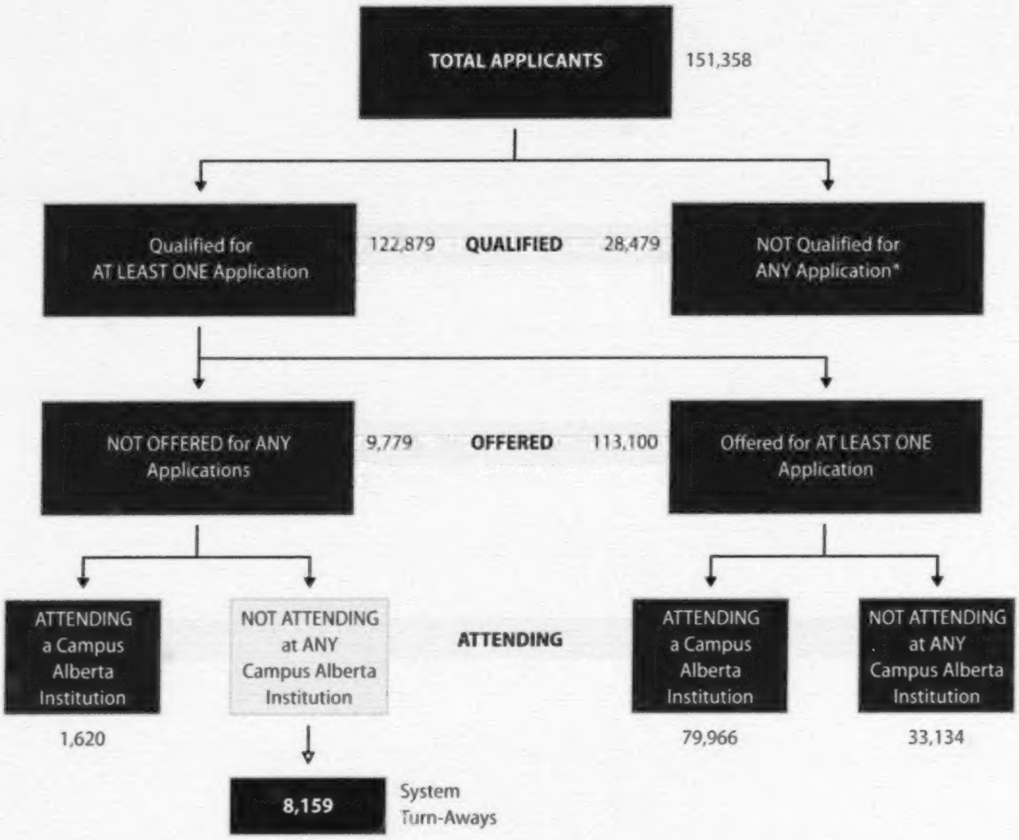

TOTAL APPLICANTS
106,290
Qualified for AT LEAST ONE Application
91,087
QUALIFIED
15,203
NOT Qualified for ANY Application*
NOT OFFERED for ANY Applications
7,632
OFFERED
83,455
Offered for AT LEAST ONE Application
ATTENDING a Campus Alberta Institution
1,453
NOT ATTENDING at ANY Campus Alberta Institution
ATTENDING
ATTENDING a Campus Alberta Institution
66,267
NOT ATTENDING at ANY Campus Alberta Institution
17,188
6,179
System Turn-Aways

Notes: *Data may include applicants that had incomplete or non-processed applications.
Applicants were categorized as Albertan based on their place of residence (postal code) at their time of application.
Data do not include the Banff Centre, as they do not report via ASI.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

B6.Turn-Away Flow Chart (All)

System Level Turn-Aways (All), Fall 2010


TOTAL APPLICANTS
151,358
Qualified for AT LEAST ONE Application
122,879
QUALIFIED
28,479
NOT Qualified for ANY Application*
NOT OFFERED for ANY Applications
9,779
OFFERED
113,100
Offered for AT LEAST ONE Application
ATTENDING a Campus Alberta Institution
1,620
NOT ATTENDING at ANY Campus Alberta Institution
ATTENDING
ATTENDING a Campus Alberta Institution
79,966
NOT ATTENDING at ANY Campus Alberta Institution
33,134
8,159
System Turn-Aways

Notes: *Data may include applicants that had incomplete or non-processed applications.
Data do not include the Banff Centre, as they do not report via ASI.

Source: Alberta Advanced Education and Technology - Applicant Submission Initiative (ASI)

B7. Historical Enrolment (FLE)

	2005-06	2006-07	2007-08	2008-09	2009-10
Comprehensive Academic & Research Institutions	69,170.9	70,514.3	70,469.1	71,442.3	74,523.3
Athabasca University	6,742.5	7,183.7	7,193.3	7,525.9	7,701.3
University of Alberta	32,264.2	32,337.6	32,683.9	32,844.0	33,886.1
University of Calgary	23,190.4	24,044.4	23,654.3	24,383.7	26,024.8
University of Lethbridge	6,973.9	6,948.7	6,937.6	6,688.7	6,911.1
Baccalaureate & Applied Studies Institutions	18,154.8	17,835.9	18,082.0	19,176.9	20,827.3
Grant MacEwan University[1]	10,346.6	10,338.9	10,204.7	10,220.9	11,156.7
Mount Royal University[1,2]	7,808.2	7,497.1	7,877.3	8,956.0	9,670.6
Polytechnical Institutions	22,337.5	23,861.2	24,589.3	25,401.3	24,831.4
Northern Alberta Institute of Technology	11,621.3	12,273.7	12,979.7	13,582.9	13,185.6
Southern Alberta Institute of Technology	10,716.2	11,587.5	11,609.6	11,818.5	11,645.8
Comprehensive Community Institutions	25,953.3	24,501.9	25,140.8	26,591.6	29,781.2
Bow Valley College	3,941.2	3,456.8	3,590.6	3,825.0	4,463.8
Grande Prairie Regional College	1,347.2	1,262.4	1,251.1	1,289.8	2,069.3
Keyano College	1,282.8	1,223.4	1,290.2	1,212.4	1,353.1
Lakeland College	1,938.1	1,778.2	1,928.0	2,051.1	2,098.8
Lethbridge College	3,954.4	3,726.3	3,669.1	3,815.2	4,123.3
Medicine Hat College	2,415.1	2,365.7	2,347.1	2,312.6	2,537.4
NorQuest College	4,196.5	4,022.8	4,365.2	5,084.4	5,680.7
Northern Lakes College	863.5	777.9	860.4	1,020.2	1,059.6
Olds College	1,304.9	1,309.0	1,274.9	1,270.9	1,294.5
Portage College	1,069.0	979.5	910.8	979.6	1,099.3
Red Deer College	3,639.9	3,600.1	3,653.2	3,730.2	4,001.6
Independent Academic Institutions	3,305.2	3,025.3	2,976.4	2,842.8	2,954.1
Alliance University College[3]	189.1	124.3	n/a	n/a	n/a
Ambrose University College[3]	n/a	n/a	316.8	303.4	345.8
Canadian Nazarene University College[3]	178.3	192.3	n/a	n/a	n/a
Canadian University College	353.8	314.3	287.0	284.7	333.0
Concordia University College of Alberta	1,526.0	1,431.3	1,424.2	1,297.8	1,336.8
King's University College	518.9	472.8	472.4	504.3	560.1
St. Mary's University College	325.2	348.1	347.4	337.2	378.5
Taylor University College & Seminary[4]	213.9	142.4	128.6	115.2	n/a
Specialized Arts & Culture Institutions	1,287.4	1,317.6	1,312.6	1,354.1	999.2
Alberta College of Art & Design	943.0	962.8	971.9	985.0	999.2
Banff Centre	344.4	354.8	340.7	369.1	545.4
TOTAL	140,209.1	141,056.3	142,570.1	146,808.9	154,461.9

Notes: [1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

[2] 2008-09 was the first year Mount Royal reported enrolments in English-language (ESL) training and academic upgrading.

[3] In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.

[4] As of June 30, 2009, Taylor University College and Seminary ceased offering undergraduate programs and was renamed Taylor College and Seminary.

Source: Alberta Advanced Education and Technology, Applicant Submission Initiative (ASI)

B8. Historical Enrolment (Headcount)

	2005-06	2006-07	2007-08	2008-09	2009-10
Comprehensive Academic & Research Institutions	**111,042**	**114,865**	**115,272**	**116,287**	**119,217**
Athabasca University	34,187	37,219	37,876	38,543	38,333
University of Alberta	39,856	40,094	40,364	40,245	41,331
University of Calgary	30,659	30,905	30,510	30,761	32,533
University of Lethbridge	9,352	9,385	9,232	8,771	9,108
Baccalaureate & Applied Studies Institutions	**29,830**	**29,129**	**29,484**	**32,836**	**34,482**
Grant MacEwan University[1]	17,283	17,080	16,833	17,671	18,329
Mount Royal University[1,2]	12,558	12,060	12,674	15,187	16,121
Polytechnical Institutions	**49,757**	**55,162**	**56,911**	**58,005**	**53,904**
Northern Alberta Institute of Technology	24,288	26,549	28,345	29,455	27,545
Southern Alberta Institute of Technology	25,542	28,682	28,655	28,632	26,427
Comprehensive Community Institutions	**55,255**	**52,870**	**53,247**	**53,904**	**56,721**
Bow Valley College	10,980	8,264	8,111	8,228	8,599
Grande Prairie Regional College	2,345	2,229	2,298	2,249	3,965
Keyano College	2,401	2,446	2,537	2,658	2,866
Lakeland College	7,407	6,862	8,067	7,713	7,386
Lethbridge College	6,797	6,349	6,311	6,434	6,617
Medicine Hat College	5,714	5,751	5,570	5,255	5,250
NorQuest College	7,354	7,483	6,692	7,408	8,398
Northern Lakes College	1,354	1,401	1,565	1,734	1,709
Olds College	2,537	3,468	3,127	2,761	2,464
Portage College	2,842	2,808	2,773	3,062	2,974
Red Deer College	6,572	6,770	7,059	7,269	7,300
Independent Academic Institutions	**4,681**	**4,386**	**4,270**	**4,034**	**4,216**
Alliance University College[3]	464	452	n/a	n/a	n/a
Ambrose University College[3]	n/a	n/a	505	477	575
Canadian Nazarene University College[3]	444	476	n/a	n/a	n/a
Canadian University College	478	453	426	440	476
Concordia University College of Alberta	2,163	2,032	1,949	1,787	1,878
King's University College	662	634	650	678	731
St. Mary's University College	511	578	556	509	572
Taylor University College & Seminary[4]	282	213	203	158	n/a
Specialized Arts & Culture Institutions	**4,810**	**4,703**	**5,098**	**5,421**	**4,673**
Alberta College of Art & Design	1,316	1,268	1,316	1,324	1,319
Banff Centre	3,494	3,435	3,782	4,097	3,354
TOTAL	**248,075**	**254,460**	**257,655**	**264,291**	**267,373**

Notes: [1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

[2] 2008-09 was the first year Mount Royal reported enrolments in English-language (ESL) training and academic upgrading.

[3] In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.

[4] As of June 30, 2009, Taylor University College and Seminary ceased offering undergraduate programs and was renamed Taylor College and Seminary.

Values represent unique students; therefore, summing the rows will not equal the total listed, as some students may attend more than one institution.

Source: Alberta Advanced Education and Technology, Applicant Submission Initiative (ASI)

B9. Non-Credit Enrolment (Headcount)

	# Course Registrations		Unique Students by Program		Unique Students by Institution	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
Comprehensive Academic & Research Institutions	78,421	84,604	53,619	60,115	53,348	60,115
University of Alberta	14,939	14,289	9,555	8,507	9,284	8,507
University of Calgary	46,951	53,037	27,533	34,370	27,533	34,370
University of Lethbridge	16,531	17,278	16,531	17,238	16,531	17,238
Baccalaureate & Applied Studies Institutions	65,335	63,776	43,768	38,187	38,858	35,519
Grant MacEwan University[1]	18,887	19,589	18,887	14,479	16,773	14,479
Mount Royal University[1]	46,448	44,187	24,881	23,708	22,085	21,040
Polytechnical Institutions	62,792	62,761	33,558	34,544	31,645	32,202
Northern Alberta Institute of Technology	35,731	31,180	15,113	14,004	14,043	12,923
Southern Alberta Institute of Technology	27,061	31,581	18,445	20,540	17,602	19,279
Comprehensive Community Institutions	94,093	87,760	70,409	64,475	66,209	61,579
Bow Valley College	6,243	5,499	3,999	4,050	3,999	4,050
Grande Prairie Regional College	15,912	16,061	14,028	14,154	13,913	14,154
Keyano College	25,319	23,184	15,858	14,258	14,348	13,018
Lakeland College	1,038	1,055	791	878	768	868
Lethbridge College	10,726	10,811	8,719	8,749	8,719	8,749
Medicine Hat College	5,982	4,965	4,426	3,638	4,011	3,638
NorQuest College	2,149	1,878	1,681	1,187	1,619	1,082
Northern Lakes College	8,519	8,014	6,482	5,810	4,407	4,059
Olds College	2,553	2,412	1,991	1,883	1,991	1,883
Portage College	2,434	1,707	757	717	757	717
Red Deer College[2]	13,218	12,174	11,677	9,151	11,677	9,361
Independent Academic Institutions	4,255	4,454	1,281	1,377	1,297	1,251
Ambrose University College	1,955	2,904	475	669	475	669
Canadian University College	320	277	280	246	280	238
Concordia University College of Alberta	386	685	209	231	209	113
King's University College	155	154	91	96	91	96
St. Mary's University College	96	434	62	135	78	135
Taylor University College & Seminary[3]	1,343	n/a	164	n/a	164	n/a
Specialized Arts & Culture Institutions	1,901	1,842	1,446	1,414	1,446	1,414
Alberta College of Art & Design	1,901	1,842	1,446	1,414	1,446	1,414
TOTAL	306,797	305,197	204,081	200,112	192,803	192,080

Notes: [1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
[2] For 2008-09, unique student information by program was unavailable from Red Deer College; therefore, it is assumed that values by program and institution are the same.
[3] As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.
Student numbers are specific to the institution; students attending more than one institution would be counted multiple times in the sector and system totals.
Programs/courses offered by Alberta's publicly-funded post-secondary institutions that do not lead to a Ministerial approved parchment are considered non-credit.
Data from the Banff Centre are not available, as they do not report via KPIRS. Non-credit programs are not offered at Athabasca University.

Source: Alberta Advanced Education and Technology, Key Performance Indicator Reporting System (KPIRS)

B10. Historical Aboriginal Enrolment (Headcount)

	2007-08		2008-09		2009-10	
	Aboriginal Enrolment	% of Total Enrolment	Aboriginal Enrolment	% of Total Enrolment	Aboriginal Enrolment	% of Total Enrolment
Comprehensive Academic & Research Institutions	2,822	2.4%	3,027	2.6%	2,668	2.2%
Athabasca University	906	2.4%	991	2.6%	931	2.4%
University of Alberta	1,118	2.8%	1,197	3.0%	816	2.0%
University of Calgary	358	1.2%	433	1.4%	508	1.6%
University of Lethbridge	483	5.2%	443	5.1%	450	4.9%
Baccalaureate & Applied Studies Institutions	776	2.6%	1,018	3.1%	1,184	3.4%
Grant MacEwan University[1]	400	2.4%	561	3.2%	680	3.7%
Mount Royal University[1,2]	376	3.0%	457	3.0%	504	3.1%
Polytechnical Institutions	262	0.5%	295	0.5%	344	0.6%
Northern Alberta Institute of Technology	147	0.5%	195	0.7%	203	0.7%
Southern Alberta Institute of Technology	115	0.4%	100	0.3%	141	0.5%
Comprehensive Community Institutions	3,613	6.8%	3,989	7.4%	3,990	7.0%
Bow Valley College	116	1.4%	148	1.8%	9	0.1%
Grande Prairie Regional College	277	12.1%	304	13.5%	492	12.4%
Keyano College	369	14.5%	312	11.7%	377	13.2%
Lakeland College	177	2.2%	273	3.5%	242	3.3%
Lethbridge College	349	5.5%	326	5.1%	308	4.7%
Medicine Hat College	131	2.4%	28	0.5%	19	0.4%
NorQuest College	656	9.8%	796	10.7%	729	8.7%
Northern Lakes College	660	42.2%	730	42.1%	757	44.3%
Olds College	33	1.1%	71	2.6%	37	1.5%
Portage College	782	28.2%	940	30.7%	957	32.2%
Red Deer College	103	1.5%	104	1.4%	114	1.6%
Independent Academic Institutions	90	2.1%	88	2.2%	109	2.6%
Ambrose University College	–	–	–	–	–	–
Canadian University College	7	1.6%	10	2.3%	11	2.3%
Concordia University College of Alberta	71	3.6%	64	3.6%	80	4.3%
King's University College	9	1.4%	14	2.1%	18	2.5%
St. Mary's University College	–	–	–	–	–	–
Taylor University College & Seminary[3]	–	–	–	–	n/a	n/a
Specialized Arts & Culture Institutions	29	2.2%	34	2.6%	45	3.4%
Alberta College of Art & Design	29	2.2%	34	2.6%	45	3.4%
TOTAL	7,511	3.0%	8,355	3.2%	8,254	3.1%

Notes: [1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
[2] 2008-09 was the first year that Mount Royal reported enrolments in English-language (ESL) training and academic upgrading.
[3] As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.
Aboriginal students self-identify via a check box on post-secondary application forms. Data may underestimate the actual number of Aboriginal learners.
Values less than 5 have been suppressed and are indicated by (–). Data from the Banff Centre are not available, as they do not report via LERS.
Values represent unique students; therefore, summing the rows will not equal the total listed, as some students may attend more than one institution.

Source: Alberta Advanced Education and Technology, Learner and Enrolment Reporting System (LERS)

B11. Historical Visa Student Enrolment (Headcount)

	2007-08		2008-09		2009-10	
	Visa Enrolment	% of Total Enrolment	Visa Enrolment	% of Total Enrolment	Visa Enrolment	% of Total Enrolment
Comprehensive Research & Academic Institutions	6,051	7.6%	6,701	8.4%	7,675	9.3%
University of Alberta	3,359	8.3%	3,794	9.4%	4,440	10.7%
University of Calgary	1,999	6.6%	2,328	7.6%	2,677	8.2%
University of Lethbridge	706	7.6%	584	6.7%	563	6.2%
Baccalaureate & Applied Studies Institutions	721	2.4%	1,581	4.8%	1,557	4.5%
Grant MacEwan University[1]	369	2.2%	642	3.6%	727	4.0%
Mount Royal University[1,2]	352	2.8%	939	6.2%	830	5.1%
Polytechnical Institutions	1,689	3.0%	1,902	3.3%	1,803	3.3%
Northern Alberta Institute of Technology	1,108	3.9%	1,142	3.9%	1,016	3.7%
Southern Alberta Institute of Technology	584	2.0%	761	2.7%	787	3.0%
Comprehensive Community Institutions	1,177	2.2%	1,514	2.8%	1,431	2.5%
Bow Valley College	410	5.1%	397	4.8%	384	4.5%
Grande Prairie Regional College	47	2.0%	58	2.6%	61	1.5%
Keyano College	25	1.0%	23	0.9%	41	1.4%
Lakeland College	–	–	6	0.1%	5	0.1%
Lethbridge College	217	3.4%	197	3.1%	236	3.6%
Medicine Hat College	197	3.5%	207	3.9%	198	3.8%
NorQuest College	112	1.7%	495	6.7%	395	4.7%
Northern Lakes College	–	–	–	–	–	–
Olds College	104	3.3%	75	2.7%	54	2.2%
Portage College	–	–	–	–	17	0.6%
Red Deer College	61	0.9%	55	0.8%	46	0.6%
Independent Academic Institutions	190	4.4%	203	5.0%	189	4.5%
Ambrose University College	10	2.0%	17	3.6%	5	0.9%
Canadian University College	75	17.6%	76	17.3%	70	14.7%
Concordia University College of Alberta	52	2.7%	49	2.7%	59	3.1%
King's University College	41	6.3%	44	6.5%	45	6.2%
St. Mary's University College	11	2.0%	5	1.0%	11	1.9%
Taylor University College & Seminary[3]	–	–	12	7.6%	n/a	n/a
Specialized Arts & Culture Institutions	80	6.1%	72	5.4%	69	5.2%
Alberta College of Art & Design	80	6.1%	72	5.4%	69	5.2%
TOTAL	9,804	4.4%	11,840	5.2%	12,614	5.5%

Notes: [1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
[2] 2008-09 was the first year that Mount Royal reported enrolments in English-language (ESL) training and academic upgrading.
[3] As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.
Values less than 5 have been suppressed and are indicated by (--). Data from the Banff Centre are not available, as they do not report via LERS.
Athabasca University Enrolments are not included. Since AU is not a campus-based institution, its international students tend to be distance learners and do not need a visa.
Values represent unique students; therefore, summing the rows will not equal the total listed, as some students may attend more than one institution.

Source: Alberta Advanced Education and Technology, Learner and Enrolment Reporting System (LERS)

B12. Top Enrolment Programs - Visa and Non-Visa

2009-10

Visa Students	FLEs	Non-Visa Students	FLEs
General Studies	1,122.3	General Studies	11,757.9
Business Administration & Management, General	639.0	Nursing/Registered Nurse	5,948.0
Second Language Learning (not for credit)	492.0	Business Administration & Management, General	5,901.7
Accounting	387.9	Biology/Biological Sciences, General	4,034.6
Civil Engineering, General	378.8	Preparatory & Advanced High School/Secondary	3,894.2
Economics, General	367.9	Accounting	3,792.9
Electrical, Electronics, & Communications Engineering	333.7	Second Language Learning (not for credit)	3,194.7
Medical Residency Programs, Other	286.2	Business/Commerce, General	3,174.9
Computer Science	265.7	Psychology, General	3,169.3
Mechanical Engineering	245.2	Elementary Education & Teaching	2,617.8
Business/Commerce, General	232.4	Licensed Practical Nurse/Vocational Nurse Training	2,244.4
Biology/Biological Sciences, General	227.5	Electrician	1,952.3
Chemical Engineering	198.5	Engineering, General	1,768.6
Engineering, General	198.2	English Language & Literature, General	1,656.7
Chemistry, General	185.6	High School/Secondary Diploma Programs	1,578.7
Materials Engineering	174.0	Medical Residency Programs, Other	1,498.6
Finance, General	148.8	Kinesiology & Exercise Science	1,406.8
Licensed Practical Nurse/Vocational Nurse Training	115.3	Mechanical Engineering	1,335.5
Geology/Earth Science, General	113.4	Social Work	1,285.6
Agriculture, General	107.5	Medicine (MD)	1,250.2
Nursing/Registered Nurse	101.6	Political Science & Government, General	1,150.4
Medical Scientist	93.2	Health Care Aide	1,135.1
Surveying Engineering	86.8	History, General	1,099.5
Mathematical Statistics & Probability	85.4	Civil Engineering, General	1,084.8
Psychology, General	82.3	Welding Technology/Welder	1,059.8

Notes: Programs are listed by six-digit CIP code. Table does not include data from the Banff Centre or Athabasca University.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

B13a. Enrolment by Program Band and Credential - Visa

◢ Visa FLEs ◢ Non-Visa FLEs

2009-10 Program Band	Certificate	Certificate - Journeyman	Certificate - Post-Basic	Certificate - Post-Degree	Degree - Applied	Degree - Bachelor	Degree - Doctoral	Degree - Master's	Diploma	Diploma - Post-Basic	Diploma - Post-Degree	No Credential/ Not Applicable	University Transfer	ALL CREDENTIALS
Business	1,534.9	10.6	22.2	0.0	1,315.2	7,630.5	66.7	647.7	7,354.9	1.7	0.0	22.9	285.9	18,893.2
	59.5	0.0	1.5	0.0	102.2	701.9	38.8	120.5	741.5	0.0	0.0	0.0	17.7	1,783.6
Education	296.7	0.0	0.0	0.0	0.0	4,692.7	326.2	661.1	181.3	0.0	7.9	0.0	844.2	7,010.1
	6.6	0.0	0.0	0.0	0.0	33.1	25.2	27.8	5.0	0.0	0.0	0.0	2.2	99.9
Health Sciences	2,451.5	0.0	193.0	1,508.9	75.2	9,731.2	533.7	1,655.8	5,275.5	0.0	35.5	378.7	1,209.4	23,048.3
	17.4	0.0	0.6	286.4	6.2	162.4	117.3	108.0	129.5	0.0	0.8	30.5	15.8	874.9
Languages, Social Sciences, Arts, & Humanities	926.5	0.0	10.6	0.0	781.4	19,191.7	540.5	1,051.3	3,630.6	0.0	3.5	4,717.7	1,100.0	31,953.6
	54.7	0.0	0.0	0.0	12.7	1,100.1	173.6	141.7	326.8	0.0	0.0	365.1	11.5	2,186.2
Legal & Security	234.4	0.0	10.6	0.0	131.9	992.5	0.0	27.7	1,259.1	0.0	0.0	171.2	18.6	2,846.0
	1.4	0.0	0.0	0.0	2.1	15.1	2.0	16.7	15.8	0.0	0.0	0.0	0.0	53.1
Physical, Natural, & Applied Sciences	439.2	104.0	9.8	0.0	529.1	15,870.4	1,469.6	1,954.9	2,617.3	0.0	1.0	69.7	528.1	23,593.1
	9.5	0.0	0.0	0.0	49.0	999.9	1,112.4	1,211.6	71.6	0.0	0.8	0.0	22.7	3,477.6
Preparatory & Basic Upgrading	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,203.5	0.0	11,204.6
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	564.0	0.0	564.0
Recreation	30.0	0.0	16.3	0.0	241.8	1,825.2	66.5	108.1	369.0	0.0	0.0	16.7	433.0	3,106.6
	0.7	0.0	0.0	0.0	3.7	14.9	23.3	11.6	2.5	0.0	0.0	0.0	0.9	57.6
Trades & Technology	2,112.9	7,905.4	0.0	0.0	118.0	126.5	0.0	0.0	4,735.8	0.0	0.0	79.7	0.0	15,078.3
	43.5	4.3	0.0	0.0	11.9	11.1	0.0	0.0	313.8	0.0	0.0	0.0	0.0	384.5
ALL PROGRAM BANDS	8,027.2	8,020.0	262.6	1,508.9	3,192.5	60,060.7	3,003.1	6,106.6	25,423.4	1.7	47.9	16,660.1	4,419.1	136,733.8
	193.4	4.3	2.1	286.4	187.8	3,038.5	1,492.5	1,637.9	1,606.4	0.0	1.6	959.9	71.0	9,481.4

Notes: Table does not include the Banff Centre or Athabasca University.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

B13b. Enrolment by Program Band and Credential - Aboriginal

◢ Aboriginal FLEs ◢ Non-Aboriginal FLEs

2009-10 Program Band	Certificate	Certificate - Journeyman	Certificate - Post-Basic	Certificate - Post-Degree	Degree - Applied	Degree - Bachelor	Degree - Doctoral	Degree - Master's	Diploma	Diploma - Post-Basic	Diploma - Post-Degree	No Credential/ Not Applicable	University Transfer	ALL CREDENTIALS
Business	1,496.9	10.6	21.8	0.0	1,397.8	8,727.9	115.2	1,094.9	7,923.8	1.7	64.8	22.9	294.9	21,173.4
	160.0	0.0	1.9	0.0	19.5	145.4	0.0	11.2	172.6	0.0	2.5	0.0	8.7	521.8
Education	256.5	0.0	0.0	2.0	0.0	4,621.8	350.3	753.9	174.9	0.0	21.5	0.0	819.9	7,000.8
	46.7	0.0	0.0	0.0	0.0	111.0	17.0	36.8	11.5	0.0	0.1	0.0	26.5	249.6
Health Sciences	2,351.7	0.0	190.3	1,810.0	80.2	10,246.0	646.6	2,320.8	5,254.6	0.0	38.7	404.2	1,194.5	24,537.6
	117.5	0.0	3.3	16.0	1.3	243.9	4.3	38.0	150.3	0.0	1.6	5.0	30.7	612.0
Languages, Social Sciences, Arts, & Humanities	842.3	0.0	10.6	0.0	783.8	20,205.9	704.7	1,336.0	3,736.3	0.0	3.5	9,156.0	985.1	37,764.0
	150.6	0.0	0.0	0.0	10.3	560.7	9.3	61.6	224.9	0.0	0.0	326.8	126.4	1,470.6
Legal & Security	200.2	0.0	10.2	0.0	119.9	1,029.0	2.0	44.4	1,226.6	0.0	3.3	170.8	17.6	2,824.0
	35.7	0.0	0.4	0.0	14.1	30.3	0.0	0.0	48.2	0.0	0.0	0.4	1.0	130.1
Physical, Natural, & Applied Sciences	422.0	104.0	9.8	0.0	564.8	16,694.4	2,570.7	3,232.0	2,647.4	0.0	7.8	68.9	539.4	26,861.2
	33.3	0.0	0.0	0.0	13.3	237.3	11.3	26.7	41.6	0.0	0.1	0.8	11.4	375.8
Preparatory & Basic Upgrading	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10,335.8	0.0	10,336.7
	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,431.6	0.0	1,431.9
Recreation	25.9	0.0	13.8	0.0	241.3	1,796.4	88.8	117.1	359.8	0.0	0.0	16.7	424.5	3,084.2
	4.8	0.0	2.5	0.0	4.1	43.7	1.0	2.7	11.7	0.0	0.0	0.0	9.5	80.0
Trades & Technology	2,040.3	7,849.5	0.0	0.0	128.5	135.4	0.0	0.0	4,987.4	0.0	0.0	79.4	0.0	15,220.5
	116.1	60.2	0.0	0.0	1.4	2.2	0.0	0.0	62.1	0.0	0.0	0.3	0.0	242.4
ALL PROGRAM BANDS	7,636.7	7,964.1	256.6	1,812.1	3,316.3	63,456.7	4,478.4	8,899.1	26,310.7	1.7	139.6	20,254.7	4,275.8	148,802.4
	664.9	60.2	8.1	16.0	64.0	1,374.6	43.0	177.0	723.0	0.0	4.3	1,764.9	214.2	5,114.1

Notes: Table does not include the Banff Centre or Athabasca University.

Source: Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

B14. Students with Disabilities Seeking Supports

	2007-08		2008-09		2009-10	
	Seeking Services	% of Total Enrolment	Seeking Services	% of Total Enrolment	Seeking Services	% of Total Enrolment
Comprehensive Academic & Research Institutions	2,952	2.6%	3,562	3.1%	4,024	3.4%
Athabasca University[1]	1,215	3.2%	1,597	4.1%	1,868	4.9%
University of Alberta	866	2.1%	920	2.3%	972	2.4%
University of Calgary	610	2.0%	812	2.6%	900	2.8%
University of Lethbridge	261	2.8%	233	2.7%	284	3.1%
Baccalaureate & Applied Studies Institutions	1,047	3.6%	1,094	0.9%	1,286	3.7%
Grant MacEwan University[2]	408	2.4%	444	2.5%	496	2.7%
Mount Royal University[2]	639	5.0%	650	4.3%	790	4.9%
Polytechnical Institutions	882	1.5%	1,168	3.6%	1,365	2.5%
Northern Alberta Institute of Technology	414	1.5%	538	1.8%	670	2.4%
Southern Alberta Institute of Technology	468	1,.6%	630	2.2%	695	2.6%
Comprehensive Community Institutions	1,821	3.4%	2,035	3.8%	2,529	4.5%
Bow Valley College	397	4.9%	397	4.8%	461	5.4%
Grande Prairie Regional College	21	0.9%	25	1.1%	80	2.0%
Keyano College	202	8.0%	193	7.3%	223	7.8%
Lakeland College	110	1.4%	140	1.8%	134	1.8%
Lethbridge College	122	1.9%	162	2.5%	185	2.8%
Medicine Hat College	130	2.3%	175	3.3%	283	5.4%
NorQuest College[3]	442	6.6%	527	7.1%	596	7.1%
Northern Lakes College	14	0.9%	45	2.6%	51	3.0%
Olds College	60	1.9%	85	3.1%	69	2.8%
Portage College	122	4.4%	114	3.7%	147	4.9%
Red Deer College	201	2.8%	172	2.4%	300	4.1%
Independent Academic Institutions	72	1.7%	n/a	n/a	57	1.4%
Alliance University College[4]	n/a	n/a	n/a	n/a	n/a	n/a
Ambrose University College[4]	n/a	n/a	n/a	n/a	n/a	n/a
Canadian Nazarene University College[4]	n/a	n/a	n/a	n/a	n/a	n/a
Canadian University College	n/a	n/a	n/a	n/a	n/a	n/a
Concordia University College of Alberta	50	2.6%	n/a	n/a	57	3.0%
King's University College	n/a	n/a	n/a	n/a	n/a	n/a
St. Mary's University College	22	3.4%	n/a	n/a	n/a	n/a
Taylor University College & Seminary[5]	n/a	n/a	n/a	n/a	n/a	n/a
Specialized Arts & Culture Institutions	116	2.3%	163	3.0%	162	3.5%
Alberta College of Art & Design	116	8.8%	163	12.3%	162	12.3%
Banff Centre	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	6,890	2.7%	8,022	3.0%	9,423	3.5%

Notes: Data on disabled students relies on self-identification when applying for services. Data may underestimate the actual number of students with disabilities and should considered preliminary.
In 2008-09, a new methodology for counting unduplicated headcounts was introduced focusing on the Alberta Student Number (ASN), greatly reducing the incidence of double counting - values listed will not match those previously reported. In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.
In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
2008-09 was the first year that Mount Royal reported enrolments in English-language training and academic upgrading.
As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.

Source: Students with Disabilities - Post-secondary Institutions
Percentages - Alberta Advanced Education and Technology - Learner and Enrolment Reporting System (LERS)

B15. Historical Graduates of Parchment Programs

	2005-06	2006-07	2007-08	2008-09	2009-10
Comprehensive Academic & Research Institutions	**17,414**	**17,242**	**17,742**	**17,184**	**17,853**
Athabasca University	1,810	1,545	1,656	1,587	1,766
University of Alberta	8,113	8,338	8,445	8,152	8,332
University of Calgary	5,868	5,751	5,789	5,659	5,981
University of Lethbridge	1,685	1,745	1,951	1,787	1,787
Baccalaureate & Applied Studies Institutions	**4,144**	**2,783**	**2,506**	**3,496**	**3,263**
Grant MacEwan University[1]	2,040	1,787	1,601	2,416	2,167
Mount Royal University[1]	2,104	996	905	1,080	1,096
Polytechnical Institutions	**6,609**	**6,852**	**7,546**	**7,188**	**7,523**
Northern Alberta Institute of Technology	3,209	3,396	3,720	3,886	4,118
Southern Alberta Institute of Technology	3,400	3,456	3,826	3,303	3,405
Comprehensive Community Institutions	**6,308**	**6,252**	**5,799**	**6,384**	**6,614**
Bow Valley College	807	682	555	689	886
Grande Prairie Regional College	243	274	189	201	361
Keyano College	359	279	399	302	448
Lakeland College	793	674	734	861	769
Lethbridge College	886	985	907	952	902
Medicine Hat College	365	376	363	313	311
NorQuest College	1,238	1,185	977	1,370	1,093
Northern Lakes College	112	163	171	251	259
Olds College	556	611	636	561	591
Portage College	329	411	256	304	342
Red Deer College	621	613	615	581	655
Independent Academic Institutions	**679**	**685**	**655**	**642**	**622**
Alliance University College[2]	8	14	n/a	n/a	n/a
Ambrose University College[2]	n/a	n/a	57	53	35
Canadian Nazarene University College[2]	37	35	n/a	n/a	n/a
Canadian University College	94	78	61	62	59
Concordia University College of Alberta	348	344	352	339	331
King's University College	128	135	119	110	125
St. Mary's University College	14	29	37	44	72
Taylor University College & Seminary[3]	50	50	29	34	n/a
Specialized Arts & Culture Institutions	**196**	**199**	**209**	**193**	**190**
Alberta College of Art & Design	196	199	209	193	190
TOTAL	**35,297**	**33,967**	**34,428**	**35,038**	**36,029**

Notes: * Values represent unique graduates; therefore, summing the rows will not equal the total listed. Values less than 5 have been suppressed and are indicated by (—).

[1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

[2] In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.

[3] As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.

Data from the Banff Centre are not available, as they do not report via LERS.

Source: Alberta Advanced Education and Technology, Learner and Enrolment Reporting System (LERS)

B16. Historical Parchments Awarded

	2005-06	2006-07	2007-08	2008-09	2009-10
Comprehensive Academic & Research Institutions	18,020	17,903	18,389	17,642	18,324
Athabasca University	1,839	1,562	1,656	1,590	1,768
University of Alberta	8,235	8,488	8,580	8,240	8,433
University of Calgary	6,097	5,973	6,019	5,852	6,191
University of Lethbridge	1,849	1,880	2,134	1,960	1,932
Baccalaureate & Applied Studies Institutions	4,190	2,789	2,514	3,525	3,295
Grant MacEwan University[1]	2,044	1,793	1,602	2,428	2,186
Mount Royal University[1]	2,146	996	912	1,097	1,109
Polytechnical Institutions	6,624	6,867	7,561	7,202	7,542
Northern Alberta Institute of Technology	3,219	3,406	3,730	3,895	4,134
Southern Alberta Institute of Technology	3,405	3,461	3,831	3,307	3,408
Comprehensive Community Institutions	6,403	6,354	5,939	6,541	6,700
Bow Valley College	807	686	557	691	903
Grande Prairie Regional College	245	276	193	220	395
Keyano College	366	285	426	304	461
Lakeland College	817	685	743	866	774
Lethbridge College	887	999	910	954	905
Medicine Hat College	365	376	370	314	315
NorQuest College	1,238	1,185	977	1,370	1,094
Northern Lakes College	112	163	174	251	259
Olds College	574	611	637	561	591
Portage College	366	468	326	422	344
Red Deer College	626	620	626	588	659
Independent Academic Institutions	681	688	655	643	622
Alliance University College[2]	8	14	n/a	n/a	n/a
Ambrose University College[2]	n/a	n/a	57	53	35
Canadian Nazarene University College[2]	37	35	n/a	n/a	n/a
Canadian University College	96	79	61	62	59
Concordia University College of Alberta	348	346	352	340	331
King's University College	128	135	119	110	125
St. Mary's University College	14	29	37	44	72
Taylor University College & Seminary[3]	50	50	29	34	n/a
Specialized Arts & Culture Institutions	196	199	209	193	190
Alberta College of Art & Design	196	199	209	193	190
TOTAL	36,114	34,800	35,267	35,746	36,673

Notes: [1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
[2] In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.
[3] As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.
Data from the Banff Centre are not available, as they do not report via LERS.

Source: Alberta Advanced Education and Technology, Learner and Enrolment Reporting System (LERS)

B17. Historical Parchments Awarded - Aboriginal

	2005-06	2006-07	2007-08	2008-09	2009-10
Comprehensive Academic & Research Institutions	270	327	387	399	368
Athabasca University[1]	17	25	18	22	22
University of Alberta	148	166	221	219	168
University of Calgary	38	64	71	78	116
University of Lethbridge	67	72	77	80	62
Baccalaureate & Applied Studies Institutions	101	73	71	104	100
Grant MacEwan University[1]	82	47	50	65	68
Mount Royal University[1]	19	26	21	39	32
Polytechnical Institutions	52	75	59	75	57
Northern Alberta Institute of Technology	37	42	32	46	42
Southern Alberta Institute of Technology	15	33	27	29	15
Comprehensive Community Institutions	438	404	415	645	473
Bow Valley College	13	13	–	12	–
Grande Prairie Regional College	37	21	18	23	48
Keyano College	79	41	94	45	86
Lakeland College	28	14	13	75	27
Lethbridge College	34	48	35	49	49
Medicine Hat College	12	15	21	–	–
NorQuest College	106	64	49	119	60
Northern Lakes College	25	39	47	73	67
Olds College	5	9	13	23	16
Portage College	98	132	108	211	108
Red Deer College	–	8	14	13	10
Independent Academic Institutions	–	5	8	8	7
Alliance University College[2]	–	–	n/a	n/a	n/a
Ambrose University College[2]	n/a	n/a	–	–	–
Canadian Nazarene University College[2]	–	–	n/a	n/a	n/a
Canadian University College	–	–	–	–	–
Concordia University College of Alberta	–	5	8	7	–
King's University College	–	–	–	–	–
St. Mary's University College	–	–	–	–	–
Taylor University College & Seminary[3]	–	–	–	–	n/a
Specialized Arts & Culture Institutions	–	–	–	–	–
Alberta College of Art & Design	–	–	–	–	–
TOTAL	865	885	940	1,232	1,009

Notes: Aboriginal students self-identify via a check box on post-secondary application forms. Data may underestimate the actual number of parchments awarded to Aboriginal graduates.
Values represent unique graduates; therefore, summing the rows will not equal the totals listed. Values less than 5 have been suppressed and are indicated by (--).
Data from the Banff Centre are not available, as they do not report via LERS.

[1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

[2] In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.

[3] As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.

Source: Alberta Advanced Education and Technology, Learner and Enrolment Reporting System (LERS)

B18. Historical Student Financial Assistance Recipients

	2006-07	2007-08	2008-09	2009-10	2010-11
Comprehensive Academic & Research Institutions	**14,920**	**14,626**	**14,999**	**17,453**	**19,738**
Athabasca University	500	458	503	630	666
University of Alberta	7,831	7,575	7,547	8,343	9,116
University of Calgary	4,570	4,511	4,880	6,059	7,243
University of Lethbridge	2,019	2,082	2,069	2,421	2,713
Baccalaureate & Applied Studies Institutions	**5,694**	**5,667**	**5,753**	**7,325**	**8,565**
Grant MacEwan University[1]	3,249	3,071	2,930	3,612	4,382
Mount Royal University[1]	2,445	2,596	2,823	3,713	4,183
Polytechnical Institutions	**4,229**	**3,932**	**4,151**	**4,951**	**5,676**
Northern Alberta Institute of Technology	2,105	1,896	1,950	2,211	2,586
Southern Alberta Institute of Technology	2,124	2,036	2,201	2,740	3,090
Comprehensive Community Institutions	**3,501**	**3,339**	**3,608**	**4,756**	**5,898**
Bow Valley College	236	206	223	393	710
Grande Prairie Regional College	183	161	189	328	370
Keyano College	88	92	79	100	126
Lakeland College	224	171	173	235	305
Lethbridge College	947	931	926	1,075	1,262
Medicine Hat College	424	463	521	604	660
NorQuest College	217	196	261	379	592
Northern Lakes College	38	36	32	43	75
Olds College	230	213	224	282	303
Portage College	49	40	63	69	72
Red Deer College	865	830	917	1,248	1,423
Independent Academic Institutions	**928**	**971**	**955**	**1,096**	**1,220**
Ambrose University College[2]	47	80	78	97	130
Canadian University College	83	86	78	121	131
Concordia University College of Alberta	512	532	494	543	574
King's University College	143	154	176	210	233
St. Mary's University College	88	80	86	121	148
Taylor University College & Seminary[3]	55	39	43	—	—
Specialized Arts & Culture Institutions	**305**	**281**	**292**	**347**	**378**
Alberta College of Art & Design	305	281	291	347	378
Banff Centre	n/a	n/a	—	n/a	n/a
TOTAL	**29,577**	**28,816**	**29,758**	**35,928**	**41,475**

Notes: Values less than 5 have been suppressed and are indicated by (--).

Total values listed in this table refer only to student financial assistance recipients at publically funded post-secondary institutions and, as such, will not match figures of overall student financial assistance recipients reported elsewhere. If students attended more than one institution, they may be counted twice.

[1] In 2009, the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

[2] In 2007, Alliance University College merged with Canadian Nazarene University College to become Ambrose University College.

[3] As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary, ceasing to offer undergraduate academic baccalaureate programs.

Source: Alberta Advanced Education and Technology, Learner Assistance

Glossary

Aboriginal Identity	Those individuals who reported identifying with at least one Aboriginal group (North American Indian, Métis, or Inuit), and/or those who reported being a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada, and/or those who reported that they were members of an Indian band or First Nation.
Applicant	An individual who applies to a program at a publicly-funded post-secondary institution in Alberta.
Application	A request for acceptance into a program at a publicly-funded post-secondary institution in Alberta.
Apprenticeship	A structured system of supervised training leading to certification in a designated trade, occupation, or craft. Programs involve a combination of on-the-job training and technical instruction, whereby an apprentice gains experiential learning and develops skills.
Block Transfer	A group of courses, such as a completed certificate or diploma program, that is accepted for transfer credit into a degree program.
CIP 2000	Classification of Instructional Programs (CIP) 2000 is a system of grouping instructional programs of study into higher-level categories for ease of use in data processing and information gathering.
Credential	A qualification resulting in the completion of a parchment program.
Full-Load Equivalent (FLE)	A measure of enrolment in which one FLE represents one student for a year of study (typically September through April) taking a full course load.
Full-time Student	An active student who is registered in the program for at least 60% of the Full Load of the program for the academic year in at least one session.
Geographic Service Region	Based primarily on county division boundaries, one of ten areas of the province generally served by a Comprehensive Community Institution (CCI).
International Student	A student, in possession of a study visa, legally entitled to attend a publicly-funded post-secondary institution in Alberta.
Parchment	The credential awarded to students who complete a program.
Part-time Student	An active student who is registered in the program for less than 60% of the Full Load of the program for the academic year for all enrolled sessions.
Program Band	One of nine high-level program groupings based on CIP 2000 categories designed to enhance the ease of data analysis and the communication and presentation of data.
Program Completer (Graduate)	Measured by the number of parchments awarded, a student who has been determined by his/her institution to have completed all program (graduation) requirements of a ministerial approved program and to whom the institution confers a parchment where a parchment is offered.
Sector	One of six categories of publicly-funded post-secondary institutions in Alberta as defined in legislation: (1) Comprehensive Academic and Research Institutions, (2) Baccalaureate and Applied Studies Institutions, (3) Comprehensive Community Institutions, (4) Polytechnical Institutions, (5) Independent Academic Institutions, and (6) Specialized Arts and Culture Institutions.
Turn-Away	An applicant that met the minimum qualifications in at least one of his/her applications but was not offered admission to any program to which they applied and is not attending a publicly-funded program at a publicly-funded post-secondary institution anywhere in Alberta.
Unduplicated Graduate Headcount	An individual determined by his/her institution to have completed all program (graduation) requirements of a ministerial approved program and to whom the institution confers a parchment where a parchment is offered. Students receiving multiple parchments would be counted once, as this measure focuses on the number of unique students.
Unduplicated Student Headcount	A measure of enrolment referring to the number of unique students registered at and attending a publicly-funded post-secondary institution in Alberta (full- and part-time, at any level).

Endnotes

1 Alberta Finance and Enterprise (2011). Alberta Population Projections by Census Division, 2011-2050. http://www.finance.alberta.ca/aboutalberta/population_reports/2011-2050-alberta-population-projections.pdf.

2 Alberta Finance and Enterprise (2011). Alberta Population Projections by Census Division, 2011-2050. http://www.finance.alberta.ca/aboutalberta/population_reports/2011-2050-alberta-population-projections.pdf.

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